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Emergency Federal Aid for Education

National Committee for Federal Emergency Aid for Education

A *FEDERAL appropriation of at least \$100,000,000 is needed as emergency aid for schools in 1934-35. Such action, to be effective, must be taken by the present Congress. Action deferred until January 1935 will be too late; it will invite repetition of the denial of adequate schooling which has occurred during the present school year.*

A good school must be planned well in advance. School authorities need several months in which to prepare for a school term. In no other way can wise and economical spending of school moneys be assured. Time is needed properly to select teachers and to enter into contracts with them, to purchase necessary equipment and supplies, and to put school buildings in order. Time must be allowed also during which districts can demonstrate their need for assistance to the state and federal authorities charged with the administration of emergency-aid funds.

The important reasons why emergency federal aid for schools will be needed in 1934-35 are reviewed below.

1. School revenues in 1933-34 have been seriously reduced.
2. School opportunities in 1933-34 have been inadequate or lacking.
3. Federal aid granted this year has been the only means of keeping many schools open.
4. Enrolments next year will show significant increases.
5. Property taxes, the chief source of school revenue, will be inadequate in 1934-35.
6. State school funds for 1934-35 will not offer sufficient relief to depleted local resources.
7. Further state and local borrowing for school support is impractical.
8. Reports from most of the states indicate falling school revenues for 1934-35.
9. Reports from most of the states indicate urgent need for federal emergency aid next year.

EXPENDITURES for schools in 1933-34 have been estimated at \$1,753,300,000, a **reduction** of nearly \$200,000,000 below expenditures last year and a reduction of more than a half billion dollars below expenditures of five years ago. This, in spite of the fact that total enrolment at present is **675,000 greater** than it was five years ago. School expenditures per child enrolled have declined steadily during the last five years. The actual figures are: \$90.22; \$89.06; \$83.28; \$73.25; and in 1933-34 only \$66.53.

Teacher Tenure

WILLARD E. GIVENS, *President, California Teachers Association*

AT the semi-annual meeting of the State Council of Education held in San Francisco on Saturday, April 14, the following provisions concerning teacher tenure were approved by a vote of 115 to 3.

1. Any board of education may dismiss a teacher for cause without a hearing upon the unanimous vote of the board or the majority vote of the board, the superintendent concurring.

2. If the teacher is not satisfied with this decision of the board, she may take her case to a district tenure trial board, which will probably be composed of five people and will cover the same districts as the six sections of the California Teachers Association. This board will likely be composed of two teachers and two board members. These four will select a fifth who will serve as chairman. This board of five will be selected before any tenure case is up for discussion, and will serve for a period of probably two or four years with expenses paid and a per diem allowance for time consumed in the investigation and hearing. Both teachers and boards of education may be represented by legal counsel at this trial.

3. If either the teacher or the board of education is not satisfied with the decision of this district tenure trial board, the case may be appealed to the Superior Court on a transcript of record which has been taken at the hearing by a court stenographer. The court will hear no new evidence but will pass upon the competency of the trial board and on whether or not it has in any way abused its discretion in handling the case. If so, the court can order a new trial.

4. Tenure shall cease at age 65. Anyone after that may be elected at the will of the local board on a year to year basis.

5. Probationary teachers shall remain as at present, serving three years probation and becoming permanent the fourth year.

6. Tenure may be extended to all teachers in this state, an effort being made to make it possible for county superintendents to transfer rural teachers from one school to another.

7. No teacher shall have tenure in two positions. Teachers who have tenure in day schools and night schools will be allowed to choose which tenure they wish to retain.

It is important that all loyal members of the California Teachers Association work harmoniously with the State Council of Education in making these changes in tenure effective in order that we may have a tenure that covers all teachers in the state, that relieves boards of education of appearing in court, that gives every teacher a fair hearing before a competent and unprejudiced jury, and that relieves other important educational issues from the complications that have grown out of the tenure problem.

California Council of Education

Annual Meeting of California Teachers Association

THE annual meeting of California Council of Education, California Teachers Association, was called to order by President Willard E. Givens at 9:30 a. m., Saturday, April 14, 1934, in the Palace Hotel, San Francisco.

On roll call, the following were present:

Affiliated Organizations Representatives

Mrs. William J. Hayes, California Congress Parents-Teachers.

J. R. McKillop, California Association of Secondary Principals.

Evelyn Chasteen, California Kindergarten-Primary Association.

F. C. Weber, California Vocational Federation.

Classroom Teacher Divisions Representatives

George E. Browne, Southern Section.

Helen Holt, Bay Section.

Mary Sample, North Coast.

Marian E. Van Gilder, Central Coast.

North Coast Section

Roscoe V. Lawson

A. E. Cooperrider

Shirley A. Perry

Roy Good

Northern Section

Fordyce Stewart

Charles C. Hughes

Mrs. Portia F. Moss

Mrs. Elizabeth Hughes

E. I. Cook

Jay E. Partridge

J. Russell Croad

Pauline O'Neill

Ralph W. Everett

Bay Section

Genevieve Nicholson

Walter T. Helms

Earl G. Gridley

Eva Holmes

Pansy Jewett Abbott

Edward W. Kottlinger

Harold P. Baldwin

Josephine Leffler

J. H. Bradley

S. Edna Maguire

John F. Brady

David E. Martin

Henry I. Chaim

Walter C. Nolan

A. J. Cloud

Oscar H. Olson

Albert S. Colton

William G. Paden

Minerva Ferguson

Lewis W. Smith

Mary Friedrich

Marguerite Shannon

Willard E. Givens

Dan H. White

Dorothy I. Godward

John R. Williams

Joseph Marr Gwinn

Mabelle Wilson

Joseph E. Hancock

Helen A. Winchester

Central Coast Section

Edna H. Young

C. A. Brittell

T. S. MacQuiddy

James G. Force

Robert L. Bird

Melroe Martin

Central Section

Louis P. Linn

Herbert L. Healy

Charles E. Bigham

Paul Rivers

Lawrence E. Chenoweth

May R. McCardle

Clarence W. Edwards

DeWitt Montgomery

C. L. Geer

C. S. Weaver

J. F. Graham

Southern Section

Jennie Y. Freeman

E. J. Hummel

F. L. Thurston

Parke S. Hyde

Lewis E. Adams

Christine A. Jacobsen

Ray Adkinson

Mrs. Eugenia West Jones

Mrs. Rhea E. Allen

Ira C. Landis

Mrs. Marietta W. Baker

George O. Lockwood

W. D. Bannister

Helen M. Lord

G. L. Bergman

George J. McDonald

George E. Bettinger

Gertrude Mallory

Arnold A. Bowhay, Jr.

Mrs. Pauline Merchant

C. L. Broadwater

Harry J. Moore

George C. Bush

Gladys Evelyn

Mrs. Isabella S.

Moorhead

Cattermole

Ruth Newby

Anna Davis Clark

Mrs. Georgia B. Parsons

A. R. Clifton

Margaret Purdum

C. B. Collins

Leland M. Pryor

E. B. Couch

A. H. Riddell

Mrs. Genevra P. Davis

Elmer C. Sandemeyer

Aubrey A. Douglass

John A. Sexson

William P. Dunlevy

S. A. Skinner

B. F. Enyeart

A. Haven Smith

Mary G. Fitzpatrick

E. E. Smith

Gladys B. Grabill

Mrs. Josephine P. Smith

George M. Green

Mrs. Kathleen H. Stevens

Howard J. Hanna

Paul E. Stewart

F. A. Henderson

O. Scott Thompson

Floyd J. Highfill

John H. Waldron

Isabella H. Hilditch

Frank M. Wright

H. H. Hoffman

Mrs. Helen H. Zillgitt

Roy W. Cloud

Proxies were presented as follows:

Proxies

Special Members

Dr. C. J. Dufour, for Alexander C. Roberts, California State Teachers Colleges.

Bay Section

B. O. Wilson, for Robert J. White.

W. P. Cramsie, for Walter L. Bachrodt.

Central Section

Mrs. Blanche Lucas, for W. A. Knapp.

Northern Section

S. P. Robbins, for Charles H. Camper.

Southern Section

Curtis E. Warren, for B. F. Enyeart.

W. C. Conrad, for Arthur Gould.

Mrs. Lutie Gray, for Mrs. Hortense MacKeever.

Mrs. Ruby Cooper, for Emmett Clark.

Harold Seal, for O. P. Palestine.

State Department of Education

Sam H. Cohn, for Vierling Kersey.

On motion of Ralph W. Everett, seconded by William G. Paden, those whose names were presented as proxies, were duly seated as regular members of the Council for the day.

John H. Bradley moved, seconded by Georgia B. Parsons, that the minutes of the Council meeting, of December 9, 1933, be approved as sent to the members. The motion carried.

The State Executive Secretary then read the following report:

To the officers and members of the State Council of Education, California Teachers Association. Greetings:

IN presenting to you the annual report covering the activities of California Teachers Association, I wish to thank the Board of Directors, the members of the Council and the members of the Association individually and collectively for the loyal support which has been given me as Secretary and the co-operative helpfulness that has been accorded the other staff members of California Teachers Association.

I particularly wish to express my sincerest appreciation to the Presidents and Secretaries of the six Sections, and other Section officers, for the splendid work they have done in maintaining good memberships in their territories.

Membership

While the membership record for 1933 is the lowest for several years, the reason for a decline in enrollment is apparent. Salary conditions and lack of employment have been the impelling forces which have resulted in fewer members for 1933 than during the three previous years.

Education Maintained in California

Although school conditions in California did not reach the standards which those engaged in the work would have been pleased to see, a program of education was maintained that was equal to and perhaps superior to the programs followed in practically all of the other states of the Union. This should be a source of considerable satisfaction to the members of our organization.

Constitutional Guarantees

A different system of financing education than formerly used, has been introduced in California. The sales tax, a new experiment in this state, was adopted to finance state obligations and in addition the school costs which were transferred from the counties to the state. Former state sources of revenue will soon be shifted to the county assessment rolls for county taxes. The new source of revenue will not be sufficient, additional funds must be secured by the state to meet its necessary expenses, or changes must be made in many functions of the government. Already certain state officials are advocating a program to meet a state deficit which it is claimed will face the State Treasury. One of the proposals is that the fixed charges, or constitutional guarantees for education, shall be abolished from the constitution. If an attempt is

made to pass legislation to take away this guarantee of a minimum educational program, every person engaged in school work must be ready to fight. This is the paramount issue which must be met by friends of education in California. The schools will suffer immeasurably if the fixing of the state school budget is made a biennial matter in which the legislature must determine the amounts which shall be allocated for public school purposes. I believe that even with a most friendly legislature, the burden which would be thrust back upon the local units would be so great that education would be seriously crippled.

Tenure

TODAY, as part of our discussion, tenure will receive very serious consideration. It may be that our tenure program will not only call for consideration before the legislature but that we shall be forced to defend the principles of tenure at a forthcoming election. If such is the case, every friend of education should resolutely determine that ample protection must be afforded our teachers, not only for their own benefit but for the welfare of the children of the schools. It is unthinkable that we should come to a place where standards of education shall be lowered in California. But such inevitably will be the conditions with a large over-supply of teachers anxious for positions and willing to take any school on practically any terms. Certain modifications in our present tenure law are not only advisable but necessary. But such changes should not take from teachers the protection which will guarantee them a fair hearing whenever they may request it.

Legislative Program

It is probable that later in the year, our Legislative Committee may have proposals. I trust that C. T. A. legislative proposals will be few and that their character will not be of grave import to the schools. The retention of most of the present practices is highly desirable.

Financial Report

The financial report is herewith submitted:

California Teachers Association Statement of Operations

January 1, 1933, to December 31, 1933

Revenues	
Advertising sales	\$ 7,836.13
Memberships	65,823.50
Placement commissions	5,735.65
Placement telephones	146.80
Subscriptions	141.50
Interest earned	826.83
Miscellaneous	582.55
Total revenues	\$81,092.96

Expenditures

Board of Directors	\$ 1,412.60
Council expense	5,212.00
Research	2,016.70
Southern Section Classroom Teachers	
Division	600.00
Presidents and Secretaries meeting.....	148.64
Radio broadcasting	295.00
National Association dues	121.75
Managerial expenses	22,780.00
Sierra Educational News	31,990.72
Placement expense	11,175.73
Committee expenses	
Legislative Committee	5,835.98
Tenure Committee	230.79
Reorganization of C. T. A.	216.60
Secondary Education	221.80
Total expenditures	\$82,258.31
Net loss for the year	\$ 1,165.35

The report shows that the expenditures of the year slightly exceeded the revenues. This was occasioned by a decrease in revenues from membership, advertising and placement fees, and by unusual expenditures because of the session of the legislature and because of added services. Even though a second cut in salary was taken by all of the employees of the Association, the excess expenditures over revenues of approximately \$1,100 occurred. I trust that this condition will not prevail when the report of the Executive Secretary is made at the annual meeting in 1935.

Committee Reports

AS to new developments, the Committees of the Association will report upon programs which may be deemed advisable. Any change, however, in our organization should be adopted only after thoughtful consideration.

You will be given Committee reports today. May I ask the members of the Council to consider fully the reports and their import before adopting or rejecting any of them. In examining the records of the State Council proposals, it becomes apparent that in the rush of the moment, matters of considerable importance have been enacted which would have entirely changed the policy of the organization and would have had serious consequences had they been literally followed. This has occasioned criticism.

Radio Broadcasting

We have been given a regular place on the National Broadcasting Company state-wide network. A half-hour a week has been allocated to California Teachers Association through the courtesy of NBC officials. This half-hour program should be a means of building up goodwill and an understanding of school problems throughout the state.

Field Service

During this past year, the President, the Editor of Sierra Educational News, the field deputy, and your State Executive Secretary have covered every section of California and have addressed school audiences, service clubs and other organizations in the interests of a good public school system in California.

Report of Publicity Director

I am including herewith the report of the Director of Publicity.

April 12, 1934

Mr. Roy W. Cloud

State Executive Secretary

California Teachers Association

Dear Mr. Cloud:

FOLLOWING, in brief resume, is the progress report of the publicity department to date:

The two serials submitted to the daily and weekly press of the state registered a total of 175 newspapers. The first serial, "The Schools and the People," ran in 92 daily and weekly papers and the second serial, "The Story of California's Schools," in a total of 83. The Los Angeles Times, which carried the first article as a double page Sunday supplement spread, was paralleled with the second serial by the San Francisco Chronicle which carried the series as a daily feature for 12 issues.

It is of interest to note that 26 newspapers printed both serials, which leaves an actual total of 147 newspapers which used either one or the other of the two, or approximately 30% of the entire state press. This can be very safely regarded as a most exceptional showing, and indicates a very healthy reaction by the press to the efforts by the C. T. A. to this general educational program.

The total one-time circulation of the papers using both serials is 626,945. When it is considered that with but five exceptions all the papers ran for 12 consecutive issues, the total reading spread will have been found to approximate the neighborhood of 7,000,000 in the aggregate of total reading audience.

A third series, which will bring in more of the human interest note, is well along. This series will give brief biographical sketches, with illustrations, of 12 or 15 leaders in California's educational history. It should prove equally as popular as the two preceding serials.

This feature service of course is supplemental to the regular news service which was carried through during the last legislative session and is

constantly available for such material growing out of the C. T. A. activities as fits news requirements.

Our state newspaper mailing lists have been brought up to date and comprise 565 daily and weekly papers.

Respectfully submitted,

EDWARD H. HURLBUT
Director of Publicity

Summary

With the publicity program now being followed, with the radio broadcasts which have been programmed, and through the personal contacts and general activities of the organization, I believe California Teachers Association is giving to the schools of the state a service that is exceedingly worthwhile.

Respectfully submitted,

ROY W. CLOUD
State Executive Secretary

At the conclusion of the Secretary's report, Mr. Bradley moved that the report be accepted. The motion was seconded by Roy Good and carried.

The President's Address

PRESIDENT GIVENS then said:

"I shall not take a great deal of time this morning. Most of you understand the problems facing us as well as I do. I shall, however, sketch the headlines of the program of public education as I see it.

"Recently the Commonwealth Club of California, an organization of high standing, at a dinner meeting of several hundred, spent the entire evening discussing the state deficit and the proposal that all fixed charges should be taken out of the State Constitution. Urging that the guarantees to the schools and all other fixed charges be abolished, State Director of Finance Roland Vandegrift was strongly supported by former State Director of Finance Alexander R. Heron. We are now confronted with a real battle as to whether or not fixed charges shall remain in the Constitution. You are all aware that written into the Constitution is the guarantee that, on average daily attendance, for the education of each elementary school child the state will give \$60, and for each high school pupil the state will give \$90. The contention of those who support the proposal that there shall be no fixed charges is that the Legislature should biennially adjust the appropriations according to the available funds. This would mean tremendous suffering in Cali-

fornia's educational program and in the education of the children of California.

"The question of public schools remaining free is no longer a debatable question. We have had free public schools from practically the beginning of this state. There were many efforts made in the last Legislature to establish compulsory fees and charges. So far as our organization is concerned, we should stand for free education from the kindergarten to the university. We should not only stand for it, but fight for it.

"This also applies to free textbooks. We have had them for many years, and should continue to have them.

"Adult education was attacked and will again be attacked.

"We were told on the sidewalks of Los Angeles three weeks ago by a taxpayers association representative that they would again attempt to take school budgets away from boards of education and transfer the budgeting power to county boards of supervisors. We know that that battle is on.

"We should maintain the principle that school districts shall have the right to increase the local tax limitation by majority vote. There will be efforts made to abolish that right.

"Another proposal is that the apportionment of school funds shall not be continued under the direction of the State Superintendent of Public Instruction but shall be handled by the State Director of Finance. School funds should be apportioned by school officials.

"I think we are pretty generally agreed in California Teachers Association that consolidation legislation must be permissive and not mandatory. There is a battle on that.

"The question of tenure, on the program today, is one of the big problems of the schools. There are three or four things I would like to say on tenure.

"In the first place, tenure must be settled today, so far as our organization is concerned, in the interest of the child. In settling it in the interest of the child there are three or four things we must keep in mind. Worthy teachers must be protected, unfit teachers must be eliminated. Tenure, if we are to have tenure, should apply to all. I see no reason why rural areas should be denied it. The problem must be worked out to cover all worthy teachers.

"A decision on tenure, whatever that decision is to be, will be reached in this meeting today. By today, I mean before this meeting adjourns. It is a problem that must be settled today. I want to say this, in passing, that when it is settled by a majority vote, if we are living in a

democracy as some of us think we are, we must stand by that majority vote, not only stand by it, but fight for it. When that majority vote is made, we must forego our private opinions, our clique opinions, and support the will of the majority. If the decision reached on tenure today is not what I feel I can stand for, I'll resign and let the one who can stand for it, do so. I feel that policy should apply to everyone. When the decision is reached today, we should stand by it, or else get out of the organization. If the California Teachers Association takes a stand on tenure, that should be our stand. The time for fighting among ourselves has passed.

"We have asked for 1% of one month's salary from the members of the state organization to carry on our program. I am not going into that program. I have been outlining some of the problems that we are facing. All that I shall say on the subject is, use your imagination. If you have not confidence in the present Board of Directors to use that fund wisely, there is an election today, whereat every member can be removed. If you haven't enough confidence in your Board to use the money wisely then elect someone who will. We must have a fund to meet our problems. We cannot do without funds. What will that 1% be used for? It will be used to defend public education in a worthy way.

"Final report will be given today on the proposed re-organization of the State Department of Education. If that plan is approved, it means that California Teachers Association must secure 111,000 signatures to present the initiative to the people. I see no reason why there should be any particular battle on that measure. I think it is one of the best things that has faced California in recent years. If we make the Superintendent's position in this state a professional position in which he can give his entire time to the welfare of the schools, I think we have made a big step forward."

PRESIDENT GIVENS then called on Herbert Healy, Chairman of the Committee on the Re-organization of the State Department of Education, who made the following report:

Proposed amendment to Constitution of California providing for an elective State Board of Education, the appointment of the Director of Education by such Board and the elimination of the office of Superintendent of Public Instruction.

Initiative Measure to be Submitted Directly to the Electors

TO repeal section 2 of Article IX of the Constitution of California and to amend section 7 of Article IX thereof, relating to education.

Section 1. Section 2 of Article IX of the Constitution of California is hereby repealed.

Sec. 2. Section 7 of Article IX of the Constitution of California is hereby amended to read as follows:

Sec. 7. There is a State Board of Education which shall hereafter consist of ten members who shall be elected at the next general election following the adoption of this amendment. At each general State election thereafter the vacancies caused by the expiration of the terms of members of the State Board of Education shall be filled.

One member of the State Board of Education shall be elected from each of the following districts: District 1, comprising all the territory embraced in congressional districts one and three; district 2, comprising all the territory embraced in congressional districts two and nine; district 3, comprising all the territory embraced in congressional districts four and five; district 4, comprising all the territory embraced in congressional districts six and seven; district 5, comprising all the territory embraced in congressional districts eight and ten; district 6, comprising all the territory embraced in congressional districts eleven and twelve; district 7, comprising all the territory embraced in congressional districts thirteen and fourteen; district 8, comprising all the territory embraced in congressional districts fifteen and sixteen; district 9, comprising all the territory embraced in congressional districts seventeen and eighteen; district 10, comprising all the territory embraced in congressional districts nineteen and twenty. The congressional districts herein mentioned are the congressional districts as they existed November 6, 1934.

The members of said Board shall be elected for ten year terms, the term of each member to commence on the first Monday after the first day of January next succeeding his election, provided that of the members first elected, those elected from districts 1 and 6 shall serve for two years, those elected from districts 2 and 7 shall serve for four years, those elected from districts 3 and 8 shall serve for six years, those elected from districts 4 and 9 shall serve for eight years, those elected from districts 5 and 10 shall serve for ten years. Thereafter all members shall be elected for ten year terms.

The terms of office of the members of the State Board of Education in office at the commencement of the terms of office of the members of the Board first elected hereunder shall expire upon the commencement of said terms.

If any vacancy occur in the State Board of Education, the remaining members of the State Board of Education shall appoint a person from the district from which his predecessor in office was elected or appointed. Said appointee shall hold office until the election and qualification of a person to fill the vacancy, the person so elected to hold office for the unexpired term. Said election shall take place at the next general State election after the occurrence of such vacancy.

Said State Board of Education shall appoint a director of education who shall hold office at the pleasure of said Board, and shall fix his salary.

In addition to such duties as are prescribed in this section, said Board shall have such other duties and powers as the Legislature may prescribe.

The State Board of Education shall provide, compile, or cause to be compiled, and adopt, a uniform series of textbooks for use in the day and evening elementary schools throughout the State. The State Board may cause such textbooks, when adopted, to be printed and published by the Superintendent of State Printing, at the state printing office; and wherever and however such textbooks may be printed and published, they shall be furnished and distributed by the State free of cost or any charge whatever, to all children attending the day and evening elementary schools of the State, under such conditions as the Legislature shall prescribe. The textbooks, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the furnishing of new books to such pupils.

The Legislature shall provide for a Board of Education in each county of the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions.

The superintendent of public instruction shall hold office in accordance with the laws of this state as they existed prior to November 6, 1934, until the State Board of Education shall have appointed a director of education and he shall have qualified.

Mr. Healy moved the adoption of the report. The motion was seconded.

Mrs. Genevra P. Davis moved that the term 10 years be amended to read, 4 years, for the term of office of the members of the State Board. The motion was seconded, and lost.

President McGinnis Speaks

The motion to adopt the report as read by Mr. Healy, then prevailed.

Mr. Givens then presented to the Council, Frank T. McGinnis, of Crows Landing, President of the California State Trustees Association, who spoke substantially as follows:

"GOOD morning, ladies and gentlemen. I am indeed happy and consider it an honor to have the privilege of appearing before you this morning to bring to you the greetings of one of the newest organizations of this state, an organization that is just as truly and sincerely inter-

1. The remainder of this paragraph is in the Constitution and is to remain unchanged.

ested in educational matters as are you. We are endeavoring to the best of our ability to learn all we possibly can about the problems that concern us at this time and to learn with you the

elements of good educational procedure. We sincerely hope that the day is shortly to arrive when we can take our place with the other organizations which are interested in education, and can lend our assistance to its betterment.

"The question has been often raised as to why the Trustees organization? There is a tremendous field waiting the trustee who is earnestly interested in the work and who is desirous of learning what he should learn in order that he can be the public officer that he should be. We must fit ourselves to adequately fill the positions to which we have been chosen. As an organization we hope to bring to individual boards the best thinking on school administration from the trustees standpoint.

"Education is, and should be, a state function. Governing boards are state officers. Therefore, most of the major problems having to do with the administration of schools should be acted upon in the same manner throughout the state, varying only as local conditions obtain. The dissemination of information concerning the best practices in education is the reason for the organization of our group. We think we can be of great assistance to other groups if we learn aright. We are interested in the same things that you folks are.

"At this time, I want to express the appreciation of our organization to the California Teachers Association and to thank the Association. For, it has been the one organization that has borne the burden for the schools through the years. California Teachers Association was prepared to resist any attempt to break down the educational good that we have in this state. There was no other organization as equally prepared, and we thank you, and are happy that you were organized and ready to be of assistance when aid was needed.

"We hope to so determine our own future policies and to be so recognized as a good organization that we can stand shoulder to shoulder with you in the fight. We may disagree on certain policies, but I think it will be only on matters of detail. On the wider things we have much in agreement. On some problems, possibly, we are not in such accord as we should be, but that is a matter that can be worked out if the teachers and the trustees are reasonable people seeking mutual solution of our common problems.

"Tenure, in my estimation, is not the most important problem confronting us today. I am willing to admit that it is probably one of the most perplexing and, to some districts, probably the most irritating problem, but I do believe

that there is a solution somewhere and that there can be a meeting of minds in agreement on this problem.

"Our Board of Directors and Tenure Committee are bound to a certain extent by a resolution adopted at our third annual convention. The resolution expressly states that it should be "the sense of this body that the present tenure law be repealed and a law be passed to provide that a teacher may be dismissed only by unanimous vote of the Board, or majority vote of the Board with the superintendent concurring; and that the Board of Directors of this association be directed to do everything in their power either by initiative or otherwise to bring about these ends.

"That resolution is rather definite. We have attempted to stay clear of any thought of an initiative if possible. You will remember that shortly after our annual meeting I called upon Mr. Givens and asked that a committee of our group meet with a committee of the California Teachers Association in an effort to come to an adjustment of the problem. Shortly thereafter, State Superintendent Kersey appointed the state commission of nine. That group of nine, after going into the subject rather thoroughly, agreed on two resolutions. You are as familiar with the resolutions as I am. They provided, among other things, that a teacher may be dismissed by a unanimous vote of the board. The resolutions also contained a second proposal on the matter of the establishment of a board of review. Those two resolutions were submitted to our Board of Directors. In the interest of harmony we endorsed them. We still endorse them. We seriously hope that some time today or during this evening we can come to an agreement on those two resolutions.

"The first resolution relates to the method of dismissal of a teacher. The Board of Review is a matter of detail.

"It is our sincere hope that we can reach an agreement. I have never liked the idea of an initiative petition. An initiative on the ballot has tremendous possibilities for disagreement. It becomes a campaign issue. In both groups there are those who possibly would make thoughtless statements that would lead to a breach that should not exist. I am certain that we can reach an agreement. If the issue should go on the ballot, let us campaign for it as ladies and gentlemen, and campaign on its merits. I feel that it is not going on the ballot. I know through association with our tenure committee that there are influences there that are willing to agree, that they are hoping that an adjust-

ment can be reached. I know your tenure committee is desirous of reaching the same end. I see no reason why that adjustment may not be reached.

"Again I wish to express appreciation for the privilege of appearing before you this morning."

PRESIDENT GIVENS then called upon Mrs. William J. Hayes, State President of California Congress of Parents and Teachers, who expressed the greetings of her organization to California Teachers Association.

President Givens then called on E. B. Couch, Chairman of the Tenure Committee, who made the report of his committee.

The report of the Tenure Committee is given in the minutes of the afternoon session.

Following the report of the Tenure Committee, President Givens called upon Miss Anga Bjornsen of the California Classroom Teachers Association, who asked the privilege of presenting a tenure plan of their organization.

Permission being given, Mr. G. M. Klingner presented a plan for tenure changes.

Following this report, President Givens asked Mr. Arthur C. Pokorny to present a report of Oakland Teachers Association.

The noon hour having arrived, the meeting adjourned to meet again at 2 p. m.

Afternoon Session

PROMPTLY at 2 p. m., President Givens called the meeting to order, and announced that the delegates from the various sections would meet in Section conference to nominate members for the Board of Directors. The Council then assembled in Sections. At 2:15, President Givens reconvened the meeting, calling upon the president of each Section to present the nomination of members of the Board of Directors from the Sections.

Nominations were reported by the Sections as follows:

Southern Section: Mrs. Kathleen Stevens, William P. Dunlevy and John A. Sexson.

Central Section: Clarence W. Edwards.

Central Coast Section: Robert L. Bird.

North Coast Section: Roy Good.

Northern Section: Ed. I. Cook.

Bay Section: Willard E. Givens and S. Edna Maguire.

The Southern Section also presented a resolution of appreciation of the work and leadership of Willard E. Givens, and recommended to the newly-elected Board of Directors that he be re-elected President of California Teachers Association.

Ira Landis moved that the nominations be closed and that the Secretary be instructed to cast a unanimous ballot for those nominated. The motion was seconded and carried. Whereupon the Secretary cast a ballot for Mrs. Kathleen H. Stevens, William P. Dunlevy, John A. Sexson, Clarence W. Edwards, Robert L. Bird, Roy Good, Ed. I. Cook, Willard E. Givens, and S. Edna Maguire.

N. E. A. Delegates

The Sections then nominated the following as delegates to the National Education Association:

Bay Section: Genevieve Nicholson, Elmer L. Cave, Norma Houston, George L. Richter, Mary M. Cooney, John F. Brady, Henry C. Hall, M. E. Shippy, David M. Durst, Herbert F. Bergstrom, Will E. Wiley. Alternates: Genevieve M. Russell, Mrs. Ada V. Withrew.

North Coast Section: Roscoe Lawson.

Central Section: W. A. Knapp.

Central Coast Section: Walter Elmer.

A. O. Cooperrider moved that those nominated be named as delegates of California Teachers Association to National Education Association. The motion was seconded and carried.

William G. Paden moved, the motion being seconded by Ralph W. Everett, that the President and Secretary be authorized to appoint the remaining delegates as they are nominated by the Sections. The motion carried.

President Givens then called upon J. Russell Croad, N. E. A. Director for California, who outlined the trip to be taken by the special train to the N. E. A. convention at Washington, D. C.

The Committee on Administrative Units then reported through C. L. Broadwater as follows:

"Members of the Council: It was a full Committee meeting we had this noon. There were present two members of the State Committee of Mr. Kersey's appointment. Dr. John C. Almack was also present and lent valuable assistance. The State Committee is making a comprehensive survey but is not as yet ready to make public its plans. Our Committee desires to approve the work of Dr. Elmer H. Staffebach, David E. Martin, Roy Good, Herbert Healy, and A. R. Clifton in their work on this committee in preserving the principle of non-mandatory legislation."

Mr. Broadwater moved the adoption of the report which was seconded by Miss Pansy Jewett Abbott and carried.

Mrs. Eugenia West Jones presented the following report of the work of her committee on the Kindergarten:

A QUESTIONNAIRE was sent out to all County Superintendents of California to secure up to date conditions in the Kindergarten field and to determine the result of some attacks made

upon the Kindergartens during the Legislature in 1933. The Kindergarten situation seems to substantiate in these results the decided need for the little child to be in school and that this department still has a strong foothold in California.

Summary of Questionnaire

1. Number of school districts with kindergartens—1530.
2. Number of kindergarten classes in these districts—1445.
3. Number of teachers—1552.
4. Number of county superintendents answering questionnaire—48.
5. Number not answering—10.
6. Number of kindergartens discontinued this 1933-34—19.
7. Number discontinued on account of new Kindergarten Law—16.
7. Districts with no kindergarten—15.
9. In order to meet the situation caused by the new age Kindergarten Law several large cities have adjusted the decrease in classes by placing the kindergarten certificated teacher in the elementary grades. This kept these teachers from being dismissed on account of decreased enrollment. Los Angeles City has had a decreased enrollment in kindergarten children for the first six months of 1933-34 of about—2660.

Many of the Los Angeles kindergarten teachers passed the Los Angeles County Elementary Examination in December, thus enabling them to be placed in the grades. Many are preparing for the same examination in June. This elementary certificate plus the fine kindergarten-primary training these teachers have had make them very worth while in primary grades. Having both certificates may prove to be a "Life Insurance Policy."

May we always have kindergartens in California!

Respectfully submitted—Mrs. Eugenia West Jones, Chairman, Mrs. Rhea E. Allen, Evelyn Chasteen, Josephine Leffler, Ruth Newby, Mrs. Helen H. Zillgitt.

At the conclusion of this report Mrs. Jones stated that the Committee recommends to the Board of Directors that Dr. Staffebach be requested to prepare a bulletin on kindergarten education such as have been prepared on adult and physical education. Mrs. Jones so moved. The motion was seconded by A. J. Cloud and carried.

Mrs. Jones then asked that Miss Evelyn Chasteen, President of California Kindergarten Primary Association, be presented to the Council as one of its new members. Miss Chasteen was introduced and spoke briefly.

Henry I. Chaim was then called upon by President Givens to make a statement concerning the observance of Public Schools Week.

Mrs. Georgia B. Parsons, Chairman of the Committee on Professional Growth and Improvement, gave a brief report of progress of the work of her Committee.

Roy Good moved the acceptance of the report of progress, which motion was seconded and carried.

The Committee on Financing Public Education made the following report through Frank A. Henderson, Chairman:

Financing Education

THE Committee on Financing Public Education met as announced with 10 of the regular members present, four absent, and with 12 interested visitors. The Committee is indebted for assistance in this report to studies made by a committee under the direction of Dr. Elmer H. Staffelbach and to the Committee on Financing Public Education of the Bay region of the California Teachers Association.

The report and recommendations of the Committee is as follows:

1. We favor the maintenance of the present policy of free schools from the Kindergarten through the University, including free textbooks, and the present program of adult education.

2. In order to continue the present program the maintenance of the existing constitutional provisions for fixed charges is indispensable and is urgently recommended.

3. We further favor an adequate, stable and equitable basis of taxation for all proper governmental functions including support of the public schools.

4. We strongly recommend that the locally-elected Boards of Education and School Trustees shall have full and complete control of school budgets, within the tax limitations set by the constitution or by legislative enactment.

5. The Committee is convinced that the practical results of the present 5% tax limitation on expenditures has not resulted in real economy, and recommend reasonable modification of the law.

6. We recommend support of the six point program sponsored by the National Education Association Conference on the emergency in school support.

7. We invite the Board of Directors of the California Teachers Association to take steps looking toward the co-ordination of the various studies now being made on taxation and school support.

8. We urge the members of our own association to join forces with other organizations friendly to education who favor the achievement of these ends.

Signed by: A. A. Bowhay, L. E. Chenoweth, R. W. Everett, Dorothy Godward, J. M. Gwinn, Roscoe Lawson, George J. McDonald, T. S. MacQuiddy, DeWitt Montgomery, F. A. Henderson, Chairman.

At the conclusion of the report, Mr. Henderson moved its adoption. The motion was seconded and carried.

Mr. Givens then called upon Mr. Sam H. Cohn for a message from the State Department of Education. This was not given as Mr. Cohn was in committee.

Teacher Tenure

President Givens called Mr. Couch to the floor and stated that action upon amendments to the tenure law will be on principles only. The precise wording will be adjusted later by competent legal advice.

Mr. Couch stated that the First Recommendation of the Tenure Committee was as follows:

"That Section 5.404 be amended to include the following provisions: 'Nothing in this part shall be construed in such a manner as to deprive any person of his right of appeal from the hearing before the Board of Education or the State Superintendent or other legally-constituted board or commission to a court of competent jurisdiction on questions of law and fact, such appeal to be on a literal record of such hearing, or on points of difference stipulated by the attorneys for the teacher and the board, and accompanied by briefs and bills of exceptions.'"

Mr. Couch moved the adoption of this recommendation. The motion was seconded, and carried.

Recommendation Number Two:

"That Section 5.650 be amended to include the following: 'Provided that should the incompetency be due to physical or mental disability, the board may have the option of granting the teacher a leave of absence of not more than two years for rehabilitation.'"

The Third Recommendation is: That Section 5.650 be further amended to include the following provisions: "that after age 65 a board may elect a teacher from year to year, provided that teachers retired under this provision before 30 years of teaching shall be given proportionate amount of their state retirement salary."

Mr. Couch moved the adoption of this recommendation, which motion was seconded.

It was moved and seconded that the recommendation include "provided, however, that if a teacher so elects he may pay into the retirement fund the balance of \$360 and thereby receive the full retirement salary for the rest of his life."

Mr. Broadwater moved as a substitute that the matter of retirement salary be referred to the Retirement Committee. The substitute motion was seconded and carried.

On motion Recommendation III was approved.

John Brady moved that reconsideration be had of recommendation I. The motion was seconded and carried.

Mr. Brady then moved that the following sentence be added to Recommendation I: "If any part of this section be declared unconstitutional, it shall not invalidate the rest of this sec-

tion." Recommendation I was re-adopted with the additional sentence.

Recommendation IV is as follows: That Section 5.520 be amended to include the following provisions:

"Boards of school trustees, and city and county boards of education, shall have power and it shall be their duty to classify as substitute employees those persons employed in positions requiring certification qualifications, to fill positions of regularly employed persons absent from service or who are employed in positions requiring certification qualifications in emergency or temporary schools or classes, provided, however, that if a person serves a full year as a substitute teacher and is re-employed for the second year, both years shall count as probationary years, except that no claim may be made for a difference in salary for the first year."

Mr. Couch moved the adoption of this recommendation. The motion was seconded by Mr. Healy and carried.

The Fifth Recommendation is as follows: That Section 5.658 be amended to include the following provisions:

"The governing board shall prescribe reasonable rules and regulations for the conduct of the hearing, and shall select a person who need not be a member of the board to preside at the hearing. The board shall employ a certified court reporter who shall make a literal record of the proceedings of the hearing and who shall, within 10 days after the conclusion of the hearing, furnish to the governing board and to the employee against whom charges are made, one copy each of the record and as many other copies as either care to pay for. He shall certify each copy to be correct to the best of his knowledge and belief."

Mr. Couch moved the adoption of this recommendation, which motion was seconded and carried.

Provisions VI reads as follows: To be added to Sections 5.500 and 5.501 the following provision:

"Provided that nothing in these parts shall be construed to give permanent classification to a person in the evening school who is already classified as a permanent employee in the day school."

Mr. Couch moved the adoption of this recommendation, which motion was seconded.

A. J. Cloud moved, as an amendment, that the following words be included, "provided that this section shall be declared not to be retroactive." This motion was seconded by Mr. Brady, but upon being put, was lost by a vote of 33 to 66.

Mr. Couch moved, as an amendment, that the

following words be included: "provided that in case the teacher obtains tenure in the evening school and later is eligible for the same classification to a day school position, he may be given his choice as to which he shall take." This amendment was seconded and carried. The recommendation as amended then being put to vote, was adopted.

Provision VII reads as follows:

"Amend Section 5.651 to include the following provisions: "dismissal at any time during the year for causes named in the Code, subject to the existing regulations concerning notices, etc., provided, however, that the board of education may grant leave of absence for a period of not more than two years for rehabilitation to the teacher for physical or mental disability in lieu of dismissal, and that such leave shall not affect the teacher's tenure status or the teacher's retirement rights at the time such leave is taken."

On motion of Mr. Couch, and seconded, this provision was adopted.

Provision VIII reads as follows:

"Provision shall be made so that tenure protection shall extend from one district to another, in the case of teachers working for the same board of education, and division, consolidation, or other changes in district lines or organization, shall not affect the tenure rights of teachers already employed by the district or districts."

Mr. Couch moved the adoption of this provision, in principle only. The motion was seconded and carried.

President Givens then called upon Mr. L. B. Travers, of the State Department of Education, Chairman of the State Commission on Tenure, who read a resolution adopted both by the Tenure Commission and the Trustees Association.

Mr. Brady moved that Mr. Travers report be filed. The motion was seconded and lost.

Mr. Couch then moved the adoption of the resolution presented by Mr. Travers, which is as follows:

"We recommend that Boards of Education be given the right to dismiss certificated employees for causes to be named in the Code, after due notice has been given, by unanimous vote of the Board or by majority vote of the Board, the superintendent concurring, provided that we can agree upon a suitable committee before which this hearing may be had; that provision be made for appeal to the court on matters of law and fact; and that there shall be no hearing in the civil courts, except to determine whether the Board, conducting the hearing, acted within its jurisdiction and without abuse of discretion." This motion was seconded.

S. A. Skinner moved, as an amendment, that we specifically state that "this appeal shall be upon a transcript of the evidence only." The motion to amend was seconded.

After discussion, Mr. Brady moved as an amendment that after the word "discretion" the following be added: "or that the evidence before said Board was insufficient in point of law to support the decision of said Board." This amendment was seconded, and carried.

A request was made by Mrs. Geneva P. Davis that the vote on this motion, as amended, be made by roll call. Roll call disclosed 115 votes in favor of, 3 votes against the motion, whereupon the President declared the motion carried.

Mr. Couch then moved that "We recommend that limitations as to tenure, as it relates to smaller districts, be removed and tenure be extended to include the entire state." This motion was seconded and carried.

Mr. Couch moved that the probationary period be made one year. The motion was seconded, and lost.

Mr. Couch moved that recommendations IX and X of his Committee report be eliminated, as being no longer necessary. The motion was seconded and carried.

Mr. Couch then moved that "provision shall be made for a board selected by the teachers and trustees, such board to be composed of a panel of not less than 12, nor more than 25 persons. At the time of the hearing, 5 people shall be selected by lot from the panel to constitute the board. The plaintiff and the defendant each shall be entitled to five challenges. Such board shall have the power of original hearing, subject to the same right of appeal as provided in Section 5.404";

The understanding being that such a board would consist of about half teachers and half trustees, and that the details are to be worked out by a joint committee from California Trustees Association and California Teachers Association.

This motion was seconded and carried.

Mr. Couch moved that "There may be established a Professional Ethics Committee in each school district having 100 or more teachers, whose powers and duties shall be the hearing of cases and making of investigations. Such cases when brought before the Committee shall be in writing and shall state definitely the nature and evidence of such alleged dereliction, the Committee to report its recommendations to the superintendent of schools. Such a committee shall be formed also for the County Schools, including districts having fewer than 850 a.d.a.;

counsel may be permitted at such hearings, such legislation, however, to be permissive."

The motion was seconded and carried.

Mrs. Geneva Davis moved that a probationary teacher upon dismissal be given a statement setting forth the causes for said dismissal. The motion was seconded and lost.

G. L. Bergman moved that a vote of thanks be extended to Chairman E. B. Couch. The motion was seconded and passed by acclamation.

MRS. ELIZABETH HUGHES then moved, "that inasmuch as the report of Mrs. Maud Glas-son, Chairman of Vocational Opportunities of the American Association of University Women, has presented very forcefully the basis of much of the opposition to Education, as this opposition has heretofore worked covertly to weaken our public school system, and its unmasking is of vital interests to the friends of education, the California Teachers Association wishes to thank Mrs. Glas-son for her excellent work and to express its appreciation therefor." This motion was seconded and carried.

Leland Pryor moved that California Teachers Association send as their representative to the annual meeting of California Congress of Parents and Teachers at Sacramento, the chairman of our State Tenure Committee, with all expenses paid. Seconded and carried.

President Givens then called upon Parke S. Hyde to give the report of the Public Relations Committee.

Mr. Hyde read the following report:

THE Public Relations Committee of the California Council of Education has met today and agreed that the educational forces of this state are facing real peril in the coming months. They feel that the California Teachers Association is the only logical organization with which to co-ordinate all the educational forces of the state to present a solid and united front to the enemies of public school education. It is further felt that the C. T. A. must furnish the dynamic, driving and constructive leadership that will serve to weld into one homogeneous mass the entire teaching staff of the state and attract to it loyal and patriotic support from many outside agencies to the end that education in this state will not suffer the reverses that are bound to come if a wide-awake and dynamic policy is not followed out.

Today the Committee has carefully gone over and reviewed the work that has been done at two previous meetings of this Council. They have found that the report provided six ways of reaching the public, namely the newspapers, bulletins, radio, public speakers, open house programs and individual contacts made by individual teachers with the public. It provided close co-operation with many friendly groups such as the P.-T. A., citizens councils, American Legion, civic organizations, organized labor, service clubs and like organizations, womens clubs, state civil service groups, city and county employee groups, State Grange, and religious organizations.

The report provided for a state-wide co-ordinating staff surrounded by expert advisors who

were to work in closest contact and co-operation with the superintendents, principals and teachers of the various districts and the officers and committees of the several sections of the C. T. A.

The Committee has carefully weighed the report of progress brought in by the various members of the group and it is the feeling of the Committee that there must be a more dynamic and far reaching and active campaign of public relations than is at present being carried on if the wishes and needs of the teachers are to be met, and the confidence of the teachers maintained in their state organization. When it is brought to the attention of the committee that local organizations find it less difficult to collect many times the amount asked for by the State Council, there is room for serious thought back of why this condition should be. Are teachers losing faith in their state organization or was the machinery set up to stimulate the collection of the money faulty? That question should be given careful thought by all members of this Council. The C. T. A. must maintain real leadership. This is the paramount issue.

The report of the Public Relations Committee unanimously adopted by both the Committee and the Council was not lightly considered by either group either on April 8 or December 9, 1933. Teachers spend considerable sums of money to elect representatives to represent them on this Council. Perhaps the Committee and the Council were wrong on both occasions and should not have passed the recommendations made at these times. If so, let's face the facts fearlessly and reverse our former actions, being careful to judge just what was wrong with the report and to conscientiously rectify our former mistakes. However, after due consideration by the Committee at today's meeting, it is felt that the report formerly adopted is still sound and although much fine work is being done in many localities, there is great need for definite state-wide co-ordination and correlation of these activities and do hereby move the re-adoption of the reports of April 8 and December 9, 1933, and urge action.—Parke S. Hyde, Chairman. Unanimously adopted by Committee April 14, 1934.

At the conclusion of the report, Mr. Hyde moved the adoption of his report, together with the re-adoption of the reports of his committee made on April 8, 1933, and December 9, 1933. The motion was seconded. After discussion, John R. Williams moved that the report be submitted to the Board of Directors. Mr. William's motion was seconded and carried.

Mr. Hyde then moved, "The Committee feels that the work that affects every activity of this Association cannot be duly considered in a luncheon meeting, and the Committee asks the Board of Directors to call a special meeting of the Committee on Public Relations and to provide expert advice on public relations to confer with the committee on our program." The motion was seconded.

It was moved and seconded that the motion be amended to include "The Board of Directors at its discretion shall call a meeting of the Committee." The motion to amend was put and carried. The motion as amended was put and carried.

Mr. Hyde then moved that the money now collected on the 1% of one month's contribution,

and remaining in the sections, be sent in as soon as possible to the central office. The motion was seconded and carried.

The Committee on Re-organization of California Teachers Association through its Chairman, Miss Gertrude Mallory, read the following report:

I. Meetings held: May 13, 1933, San Francisco; December 9, 1933, Los Angeles; March 31, San Francisco.

II. Committee personnel: George E. Browne, H. I. Chalm, J. F. Graham, J. M. Gwinn, Floyd J. Highfill, May R. McCardle, O. H. Olson, Mary Sample, Kathleen Stevens, Estelle Unger, Gertrude Mallory, Chairman.

III. One year ago this committee was appointed to study the constitution of the California Teachers Association and to report to the Council any changes necessary for the improvement of the state organization. The committee has learned that the organization set up for the State of California compares favorably with that of other states. Some improvements are possible and probably necessary, but to make many changes would require much more time, effort, and consideration than the committee has been able to devote to the cause. The committee does, however, have some very definite recommendations to make at present which it believes will result in some improved conditions and opportunities to the Association without necessitating any changes in the State Constitution at this time.

IV. Recommendations. The committee makes the following recommendations:

1. County Units:

a. That each section form county units of the C. T. A.

b. That each county shall be entitled to one representative on the Section Council for every 150 C. T. A. members or major fraction thereof.

c. That each county shall be entitled to at least one representative on the Section Council irrespective of membership in the C. T. A., except that the representative shall be a member of the C. T. A.

d. That the President of each Section appoint a committee of C. T. A. members in each county to organize the county unit.

2. Local duties of Council members:

a. That the President of the C. T. A., together with the President of each Section, assign each Council member to a definite district with a list of schools and teachers of his district to which he will be responsible.

b. Each Council member shall be given authority to use whatever means he may find necessary for the discharge of his duties.—Signed: Gertrude Mallory, Chairman.

At the conclusion of the report, Miss Mallory moved that it be submitted to the Section Councils for discussion and action. The motion was seconded and carried.

The following resolution was then read by Roy W. Cloud and unanimously adopted:

Whereas, the National Committee for Federal Emergency Aid for Education has been appointed by the Federal Advisory Committee on Emer-

(Please turn to Page 50)

Economic Crises and School Finances

The Comparative Effects of Economic Crises Upon Public School Taxation Among Five Representative States and California

IRVING A. MATHER, PH. D., *Carpinteria Union High School;*
Secretary, Santa Barbara County Teachers Association

IN the March issue of this magazine the writer discussed the attitudes and reactions of the people of the state of California towards educational finance during the national economic crises of 1857, 1873, 1893, 1907, 1921 and 1929.

As a means of comparing conditions in this state during each business cycle with other sections of the United States, five representative commonwealths were selected on the basis of their location, characteristic economic sources of wealth, and availability of published material.

These five states are: Pennsylvania, representing the industrial East; Florida, agricultural South; Indiana, industrial and agricultural Middle West; Iowa, agricultural Middle West; Oregon, agricultural Pacific North and Northwest.

As the purpose of the doctor's dissertation from which these data are selected was not primarily to choose the outstanding states in the nation from the point of advanced educational practices but rather to secure a representative cross-section of national tendencies, those governments selected serve the desired end. Only the most significant items of the survey may be shown in an article of this nature.

1857

THE panic of 1857 probably had a greater effect upon the industrial sections of the country than upon the agricultural regions. The unemployment, low wages and business stagnation in Pennsylvania had a tendency to create an educational revival. The state had granted increasing sums of money for the public schools up to 1857, but the economic problems from 1857-60 and the Civil War following that period prevented further advancement for a decade.

In Florida, the early fifties witnessed attempts to formulate an educational system. The crisis of 1857 brought about a favorable reaction towards public education, but indifference on the part of authorities and parents as well as economic complications prevented permanent development before 1870. The only state source of financial support came from the income of a

small Permanent Fund. Permissive rights were granted each county to levy a maximum tax of \$4 per child but few took advantage of this.

Indiana had set up a permanent system of education as early as 1851 and had established a Common School Fund for state support. The increasingly large income from this source precluded the necessity of a state appropriation. The township, as the local unit, was granted the right to levy both property and poll taxes. Again, the 1857 panic brought about a public awakening towards education. At this time there was a permissive local maximum tax of 5 mills on property and 50 cents per poll, and each year from 1857-60, a larger number of townships took advantage of it, notwithstanding the hard times during those years.

The rural character of Iowa at this time prevented any form of centralized educational program, and little state support. The maximum district tax levy was set at one mill. Similarly, the depression of 1857 brought to the other states, a democratic desire to analyze and remedy the dormant ills of state government. A new constitution in 1857 gave some attention to education, in the form of permissive taxation laws for local units and a compulsory county tax. In spite of the financial stress from 1857-60 many districts taxed themselves to the maximum.

The income from the small Irreducible School Fund was the only state support for education in Oregon in this decade. The few local districts that were established had to act as the main support as well as combat the strong sectarianism of that time. The educational revival noted in other states during the 1857 panic did not affect Oregon until about 1863.

Summary of tendencies in the six states following the 1857 crisis:

1. Pennsylvania and California suffered reversals in school revenue, while the majority of them increased expenditures.
2. In all states but Oregon, educational and political revivals took place about 1857 and continued to 1860.
3. The majority of the states developed state educational systems, yet granted individual dis-

tricts more power and higher permissive tax levies.

1873

THE growing industrial state of Pennsylvania developed serious labor problems after the Civil War. Again the working class set forth to increase the free educational program. Recognizing these factors, the General Assembly granted larger sums of money each year for the support of schools, and together with district revenue, greater expenditures in education were made every year to 1877. After this date, until 1883, both expenditures and revenue declined. The lowest point in the teacher's average salary was reached in 1881-82 when it was about 10% lower than in 1873. Approximately ten years after the crisis began, all educational financial support started upwards towards higher levels.

The economic disturbances of the middle seventies affected a material reduction in educational expenditures in Florida. This was also true concerning the state appropriations and teachers salaries, particularly between the years of 1875-1883. Legislation throughout this period indicated a determined effort on the part of the lawmaking-body to lower permissive maximum tax rates within both the state and county governments. The average teacher's salary was also reduced by approximately 15%.

Education in Indiana suffered severe financial reverses in this period. Between 1875 and 1882 there was a 26% reduction in expenditures per enrolled child. By 1881 the teacher's average salary was lowered by 35% over the 1874-5 level. Since the state support remained about the same, this loss was generally absorbed by the rural districts in the form of lower tax levies.

Little effect was noted in Iowa's school finances before 1877-78, when heavy taxes and the agricultural depression began to cause a sharp decline in district expenditures. Only a minor proportion of school finances was derived from the state fund. The legislature set specific maximum tax rates for both county and district but even so, few came up to that level from 1877 to 1882. The loss of revenue was not as great as in Indiana, because total costs were reduced only 10% and teacher's average salary about 7%.

A complete re-organization in the educational system of Oregon took place in 1873. This was followed by a public awakening about 1876. As in other states, expenditures were lowered between 1877 and 1882 when a 10% reduction was suffered in total revenue as well as in expenditures per child enrolled. From a high mark in 1875, teachers salaries began to go downward

in 1877 till they reached a point in 1881-82 about 30% lower.

As a summary and in comparison with California, the following data are apparent:

1. Definite reductions in most of the states began about 1875 and lasted till 1881-82. Indiana and Pennsylvania suffered the greatest reversals, while California was least affected. Recovery in all cases came about eight to nine years after the start of the depression.

2. Expenditures per enrolled child were lowered in all states, although total annual costs frequently did not appear to be affected.

3. Teachers salaries suffered the greatest losses, from 7% in California to 35% in Indiana. The highest wage in most cases was in 1874-75, and the lowest in 1881-82.

4. Most reductions in financial support took place within the local units. The state legislatures frequently granted increased state support or made no changes.

1893

EDUCATIONAL expenditures during the nineties in Pennsylvania were not reduced to any great extent. In fact the year 1894-95 witnessed a 40% increase over 1891-92 in expenditures per enrolled child, while in 1898-99 a still higher per pupil cost was found. Teachers salaries throughout the nineties remained at practically the same level. The State Assembly increased the 1891-92 appropriations by nearly 200% in 1894 and continued this annual grant for another decade. Following the panic, new laws attempted to more equitably distribute the state funds.

The depression of 1893 had little downward influence on educational expenditures in Florida. Throughout this decade expenditures per pupil and average teacher's salary showed the greatest reductions by 1897-1898, but then only approximately 5%. By 1900 the original losses had been restored. Both state and county tax levies were left unimpaired throughout this decade, while many sub-districts even increased their taxation.

The State Legislature of Indiana reduced the state property tax for education in 1895 but continued the same maximum township and district levies. Average teachers salaries and expenditures per enrolled child actually increased in the latter part of the decade after a slight reversal between 1894-97.

The same phenomena which appear in the other states during this crisis shows itself in Iowa educational expenditures. Reduced income from the State Fund had but little effect upon total revenue for, in many instances throughout

this decade, school districts raised their financial support, although between 1893-96, a slight downward trend was apparent. The teacher's average salary remained at practically the same level throughout the early part of the decade but started a continuing rise after 1898.

Oregon increased her so-called "state" tax to 5 mills in 1893, but there was little real revenue for school support except from the district. This condition led to a definite reduction in school revenue and expenditures per child enrolled from 1899-1902 with the low point in 1897-98. Teachers salaries also reached a low level in this year and did not return to their 1891 standard until 1904.

Summary of general tendencies in six states following the 1893 panic:

1. Large reductions in educational revenue and expenditures in Oregon; less noticeable in all the other states over the entire period but more pronounced between 1893-96.

2. Teachers salaries reduced materially in Oregon; slightly in Florida, California and Iowa; maintained their average in Indiana and Pennsylvania.

3. Indiana passed legislation to reduce taxes and school appropriations. Increased state support in Pennsylvania, Oregon and California.

4. Expenditures per enrolled pupil remained approximately the same throughout the United States from 1893-98 while teachers average salaries declined about 5%.

1907

IN the early 1900's, Pennsylvania enacted several beneficial laws towards equalizing the financial burden of the poorer districts. Minimum salary laws were passed and appropriations increased in 1907 for both elementary and high school support. Total expenditures and revenue as well as expenditures per enrolled pupil materially increased each year between 1905-1910, although the percentage of increase between 1908-09 was somewhat less. Teachers salaries rose rapidly between 1900 and 1907-08, but remained practically level for the two years following.

A general increase in expenditures, salaries, and willingness to pay taxes was noted in Florida between 1905 and 1910, although there was a definite retardation during the period, 1908-10. However, teachers salaries actually increased 6% more during the two years over that of the ten years prior to the 1907 panic. Rather than reducing local levies, counties and sub-districts raised their educational support.

The early part of the first decade of this century also witnessed an educational awakening in

Indiana. This culminated, in 1907, in the increased state tax, the lowered maximum tax required to receive state assistance and the strengthened minimum wage laws. The legislature of 1907 made few changes effecting school taxation. Due to the increased minimum salary scale, additional state support and higher local receipts, Indiana's educational program between 1907-10 advanced in all departments.

Unlike the other states in this survey, Iowa's educational support remained at approximately the same level from 1907-10. This was true in expenditures, receipts and teachers salaries as well as in educational costs per capita population. Iowa, therefore, did less in state assistance or equalization than did the eastern states and California throughout this entire decade.

Oregon enacted certain laws in 1907 which indicated a tendency towards a greater educational program but little legislation has ever been passed favoring state support or equalization. That the 1907 panic had comparatively little effect on the educational support of the schools of this state may be noted from the following: Between 1907-08 and the year 1909-10, total revenue increased 30%; expenditures per enrolled child, 60%, and teachers salaries 13%.

Summary of general tendencies following the 1907 panic in the six states:

1. Very little effects of the 1907 depression on any of the states of this study except one of stagnation in Iowa for two years.

2. Development of high schools, increased state support, more centralized systems and minimum wage laws dominated the majority of the state laws.

3. The educational revival of 1900-07 continued to increase expenditures per child enrolled as well as teachers salaries between 1907-10 in spite of the business conditions of 1907-09.

4. The above conditions were true of the United States as a whole.

1921

TOTAL educational expenditures between 1919 and 1924 practically doubled in Pennsylvania. That the slight business reversals in 1921-22 had no effect on the educational support in this state may be seen by the fact that expenditures per enrolled child increased from \$64 in 1921 to \$83.28 in 1923. Also, the teacher's average salary advanced approximately 50% between 1919 and 1924.

Following a 35% increase in teachers salaries between 1919 and 1921, Florida continued approximately at this latter level to 1924. However, expenditures per enrolled child, as well as revenue continued to increase at a rapid rate

each year from 1921 to 1924. Local millage levies for school support advanced about 30% during this depression period. The legislatures of 1921 and 1923 granted higher maximum rates to the sub-districts.

The teacher's average salary in Indiana suffered a severe setback between 1921 and 1924. Total expenditures per enrolled child, however, advanced 5% as did the total revenue for school purposes. It should be noted that in 1921, this state reduced its property tax for education but permitted a larger maximum local tax.

Iowa's educational finance presents the reverse condition to that of Indiana during the three years following the 1921 depression. Total educational expenditures and receipts were lowered between 10% and 15% but the teacher's average salary had increased approximately 15% by 1924.

Oregon presents a situation closely akin to that found in Indiana. Although the teacher's salary showed a slight decline, total expenditures per enrolled child and total revenue increased. There was no legislative action during this period which affected public school financial support.

Summary of tendencies following the 1921 depression:

1. Only one state, Iowa, showed a decline in educational expenditures and revenues while all the other states in this survey made substantial increases. This was true also of the United States as a whole.
2. Teachers salaries dropped in Indiana and Oregon, maintained their 1922 level through 1923-24 in California and Florida, but received definite increases in Pennsylvania, Indiana, and the United States as a whole.
3. No legislative laws affecting reduction in school expenditures were passed by any of these states.

1929

BECAUSE of lack of available published material at the time of this survey, little information could be obtained on the exact conditions in all of these various states after 1930. In Pennsylvania state appropriations, total school expenditures and expenditures per a.d.a increased rapidly between 1925-27 but started to slow down by 1929. Special legislative aid was granted the poorer districts of this state and minimum tax levies increased up to 1931.

New sources of revenue and revised methods for the distribution of school funds before 1930 brought Florida's school financial program to a high standard. However, following the collapse of the real estate boom in Florida about 1926,

total receipts and expenditures in education began to decline very rapidly. Particularly severe was the drop in 1928-29 when the expenditure per a.d.a was practically half of that of 1926-27. This item rose again in 1929-30, then started downward in each following year. Between 1926 and 1930, teachers average salaries had been reduced by 10%.

Between 1925 and 1930, several legislative enactments gave Indiana higher minimum tax laws, added to the sources of school revenue and granted more financial assistance to the poorer districts. After an increase of educational revenue and expenditures to 1928, costs per enrolled child decreased each succeeding year to 1932. Like California certain items such as current expenses rose between 1930-31 and thereafter declined.

The first break in Iowa's increasing school expenditures likewise started in 1926-27. Expenditures per child enrolled, total income, and teachers salaries each dropped about 20%. This latter level was maintained for two more years, after which time another rapid decline began.

After the high point in 1927-28, Oregon's education financial support started its downward trends the next year and each succeeding year has continued this process. Thus by 1930, there was a 17% reduction in expenditures per a.d.a. over the boom year of 1927-28 and a 30% cut in total expenditures for the same period. However, teacher's average salary reached a high point in 1929-30, when they were 14% greater than in 1926-27.

Summary of tendencies in all states up to 1930:

1. Expenditures and revenue fluctuated between 1925-30. Pennsylvania maintained a continuous rise, California and Indiana also increased but not steadily, while the more agricultural states of Florida, Iowa, and Oregon had appreciable declines from as early as 1926 or 1927. Teachers average salaries were lowered in these three latter states between 1928-30.

2. Many of the states in this survey gave added support to poorer districts and tapped new sources of revenue for school support.

It is particularly interesting to note the early effects of the present economic crisis upon education in the agricultural states, where farm commodities and high taxes lowered the total value of the products as compared with the industrial localities.

IN conclusion, it may be stated that while comparable results were noted throughout the earlier crises, no geographical tendencies were general nor consistently common. Rather drastic effects were suffered following the 1873 panic, less severe after 1893, and practically none

after the 1907 and 1921 depressions. A close parallel between 1873 and 1929 is noted.

The most pronounced reductions are to be found since the start of the present crisis and were particularly disastrous in the agricultural states, where the effects were noted long before 1929.

California shows an advantage in all phases of educational finance in each of these economic depressions. This the writer believes, emphasizes the foundation and ideals of education upon which the school system of this state has been erected, as well as upon the state program for financial assistance.

* * *

A High School Art Exhibit

HELEN DALE WALKER, *Gardena*

GARDENA High School in Los Angeles County has attained a unique position in the world of art by each year sponsoring an art exhibit. For three weeks the works of 150 or more world-famous artists are displayed at the school.

During this time pupils, the local community, and scores of visitors are afforded a rare opportunity for pursuing culture in education. The purpose of the exhibit is not only the purchase of pictures by the winter and the summer graduating classes, but more especially the stimulation of art appreciation among the boys and girls.

The custom of buying a painting as a class gift was inaugurated 15 years ago when the graduating class, at the suggestion of the principal, first presented to the school a painting by a famous California artist. Since each succeeding class has followed the custom, Gardena High School now possesses a valuable art collection of 30 pictures. The idea of holding an exhibit from which the painting could be selected arose later. This year, 1934, marks the occasion of the seventh such exhibit. The paintings, by Southern California artists, were shown April 2-22.

The Art Exhibit has grown to be a community rather than merely a school project for it is now supported by a dozen local organizations who recognize the fact that the exhibit reflects credit upon the community. The advantages accruing from the exhibit are no longer measured only in terms of a valuable gift to the school, because the socializing influence of this exhibit is far-reaching.

Artists whose pictures are exhibited, as well as lovers of art both in the community and elsewhere, attend the reception which formally opens the art exhibit. The Seniors act as hosts

and hostesses and the benefit to them of such cultural contacts is invaluable.

Moreover, in assembling pictures for the exhibit the Seniors visit the studios of the artists and these first hand glimpses into a type of life other than their own form another unforgettable experience.

In this day of "integration" and "socialized education" Gardena High School may well place her annual Purchase Prize Art Exhibit as a supreme example of an educational project that is many-sided, vital, and far-reaching in its cultural effect.

* * *

American Book Company is issuing the *Westward March of Man*, a good series of four history books. The same company has published *Stories of Shepherd Life*, a delightful social science reader by Annie Johnson Burns.

* * *

Schools and the People

San Diego County Teachers Association
Sponsors Radio Program

P. ERRETT KILLION, *President, San Diego*

SAN DIEGO County Teachers Association adopted a policy of informing the public of education problems by instituting a radio program over KFSD, San Diego, last October. The programs have been broadcast every other week since that date, from 5 to 5:30 p. m., and will continue until the close of school in June, 1934.

Our purpose in presenting these broadcasts is to awaken the public consciousness to the seriousness of the education situation and to acquaint the masses with some of the problems. The radio station very graciously donates 30 minutes of time and turns the entire broadcasting room over to the president of this Association for announcing and broadcasting purposes.

A special radio committee selects the speakers, contacts various schools for music, and has general charge of this type of publicity. In general we devote about 20 minutes to music by various schools, and about 7 minutes to an address by some representative of various laymen groups.

It is our desire to work with outside organizations in promoting the understanding of educational problems by the general public. So far the co-operation has been very successful and much appreciated.

We mention this program because there may be other Associations planning a similar radio series, especially next school year, when the Legislature will convene again. If we can be of assistance in suggesting ways and means of planning broadcasts we will be glad to help.

The real issue before the American people with respect to schools is not that of trying to eliminate the so-called fads and frills; it is not the issue of decreasing the expenditures for school supplies and the expenditures for the maintenance of school buildings. The real issue involves the validity of our traditional policy of maintaining free public schools open to all the children regardless of the social and economic status of their parents.—Edmonson.

Is There a Conspiracy Against Public Education?

J. B. Edmonson, Member of Joint Commission on the Emergency in Education; Dean, School of Education, University of Michigan.

Excerpts from article which first appeared in Michigan Education Journal and which has been extensively reprinted.

IT is common knowledge that the people who make the most violent objections to the alleged elaborateness of public education are often the ones who send their own children to private instructors or to special schools to obtain the very kinds of training which these critics deplore for other people's children at public expense.

It should be observed that parents who can afford to do so usually arrange for private instruction for their children in music, art, and dramatics. Many of these wealthy parents are strong advocates of these advantages for all children through the agency of the public schools. There are, however, some persons who would deprive the children of the poor of a well-rounded program of training.

Four malicious proposals that would wreck our system of free public education for all children may be summarized as follows: (1) education is wholly a local responsibility, (2) tuition should be charged beyond the elementary school, (3) public funds should be given to private schools, and (4) the school program is too elaborate to be furnished to all children at public expense.

These proposals find support among those who believe that America's economic resources are so limited that there must be a marked decrease in the educational advantages offered to our children.

It should be remembered that our recent losses of forty-five billion dollars would, if properly

invested, furnish enough money to finance the present program of public education without any additional funds from taxes.

Friends of public education should be quite insistent that leaders of taxpayers leagues and representatives of certain financial interests are not permitted to unload the cost of financial blunders on children now enrolled in school and those of the oncoming generation.

These proposals also are supported by those persons who favor a reduction in taxes to a point that would threaten the support of all services of government. School officials should resist efforts to destroy the confidence of the people in the integrity and honesty of our governmental officials and in the value of the co-operative service furnished by governmental agencies.

Unless taxes are paid, free public schools cannot be made available to the children of all the people, and certain other services of government will have to be withdrawn or greatly restricted.

The real issue before the American people with respect to schools involves the wisdom of our established policy of maintaining free public schools open to all the children regardless of the social and economic status of their parents.

The founders of this nation recognized the fact that the permanency of a democracy depends on an educated electorate. The writings of Washington, Jefferson, Adams, Madison, Lincoln and other great American statesmen furnish plenty of evidence that our forefathers believed that the promotion of American ideals was inseparably linked with the support of education for all the children of all the people.

Is there a conspiracy to destroy the free public school system of America? In answer to this question it should be noted that there are insidious proposals for changes that are more menacing than a real conspiracy. It is surprising how many intelligent and well-meaning persons have not understood the real significance of these proposals and have been misled by their seeming fairness.

Elementary Principals State Meeting

C. W. B. LINK, *Principal, Garvanza School, Los Angeles*

THE annual state meeting of California Elementary School Principals Association was held March 24 in Pasadena at the Vista del Arroyo Hotel. About 60 principals were in attendance, representing all sections of California. Saturday morning was spent in committee meetings by most of the delegates, while others were taken on a tour of Pasadena.

After luncheon, all the principals met at the hotel for a busy four-hour session. Harley W. Lyon of Pasadena, State President, presided, introduced all the officers of the different sections who were present, and had each of the other principals rise and give his name, school, etc. Assistant Superintendent Meredith of Pasadena, in a brief but pithy talk, welcomed the members. Among other sage observations, he recommended that we exemplify our beliefs by living acts, not by preachments.¹

Reports were given by the presidents, or their representatives, of each of the six sections. The total membership is now 836, an increase of more than 100 over last year. Reports were given by Mr. Gates, vice-president; by Mrs. Gertrude Howard, secretary; and John Compton, treasurer. The latter showed receipts of \$1056 and expenses of about \$600, with about \$450 on hand.

Irving O. Addicott presented an oral and a mimeographed report upon the yearbook. One thousand copies of 110 pages each were authorized and \$150 additional subscribed by three of the sections to augment the funds on hand. Carroll Atkinson, editor of *Western Principal*, was introduced and made a brief talk.

Mrs. G. Howard gave a report on the *California News Bulletin*, officially called the *California Elementary School Principal*, four issues of which were published this past year. Miss Elizabeth Sands, committee chairman, read her report on professional relations and distributed mimeographed copies (as did most of the committees).

A very important report given was by F. E. Broliar, on the status of the elementary school principal. A most interesting summary of the report was given by Helen Hefferman of the State Department of Education, who has spent all her extra time for many weeks working on this subject. This summary will be published later, and a full report in September.

Seven recommendations were made by the resolutions committee, one of the most interesting being "that the Secondary credential should limit the holder to high school work and should not authorize him to be an elementary principal."

The nominating committee made its report, nominating Miss Sarah Young, Principal of Parker School, Oakland, and President of the Bay Section, as State President for the coming year. She was duly elected, as were the other officers nominated.

Adjournment was taken at 6:15 to the Spanish Room of the hotel where a splendid dinner was served. Following the meal, a most enjoyable Negro skit was presented by some 25 members of the Fathers Council of Webster School P.-T. A. of Pasadena. The scene showing "The Old Spinning Wheel" was especially colorful and melodious.

An instrumental trio of two boys and a girl from Elliott Junior High charmed the group with several well-rendered selections.

The business session was resumed and Mr. Heacock, one of the N. E. A. directors, urged membership in the national department of elementary school principals. Mr. Abbott, California membership chairman, also spoke in behalf of membership. President Lyon gave his annual report, and then introduced County Superintendent Clifton, as the speaker of the evening. Mr. Clifton's address was interesting and thought-provoking.

Report of the legislative committee, J. R. Croad, chairman, and resolutions on use of the survey of status of elementary principals concluded the conference.

Ginn and Company has issued a Test Book in the Origins of Contemporary Civilization. This foundation course in social science is by Alice N.

Gibbons of Rochester, New York. The Directed Study-Guide of 255 pages is listed at 80 cents; the Test-Book of 92 pages at 44 cents.

Pupils Grades

M. W. DE LAUBENFELS, *Pasadena Junior College*

OF old we graded Sally as 93.2% and Sam as 72.4%. Then we dropped the thousand fine distinctions for less than a score; "A—" or "C+," and a few "F's." Now even this is criticized. We are in grave danger of substituting a really serious injustice for a trivial one.

The objection to the fine distinction is obvious, the justification for it needs careful attention or it will be overlooked. Schoolmasters easily point out the unquestionable fact that no human can discriminate accurately between a "grade" of 84.6% versus one of 85.3%. Grant this, but notice that the injustice of giving the one for the other is an insignificant injustice. We are told that to prevent the slight injustice we must give only "passing" or "failing." This gives a student who has worked 95% a 70% grade—a really serious injustice.

We teachers must not forget that students labor and that a laborer likes to see something in the weekly or monthly pay-roll to show for his effort. If young Robert puts forth a little more effort, makes a real progress, he wants and deserves to see some visible evidence. When committees are raising funds for community chests, they rig up "thermometers" to register the subscriptions to date, and it is very heartening for the workers to see that they really are creeping along toward the goal. Discovery of a slight mistake in the record is no excuse for punishing the workers by destroying the record entirely.

A comparison to business should clarify the matter even more thoroughly. In a big corporation Mr. Smith gets \$2850 per year, Mr. Jones only \$2700. Now can any official in that company really discriminate to the dollar Mr. Smith's value versus that of Mr. Jones? No more so than the teacher can discriminate between Helen's "84" and Henry's "85." Every criticism that is flung at school grades can be flung at salary determinations, and with at least as much accuracy, perhaps more. Grant all the truth in the attack, shall we remedy this by paying all men the same wages? Shall we say—regardless of ability, industry, or value, that from manager to errand boy all shall get the same salary? Would this be a remedy for the injustice that Smith should really have had \$2900 and Jones only \$2600?

Split the rainbow into a thousand stripes and few of us could tell that any one was a different color from the one next to it, but stand back and

note the difference between red and blue! Because we would make mistakes in grading 93% red, as compared to 94% red, is no justification for saying that red is green and that green is violet. But notice this! Unless we give grades of many distinctions we say in effect that poor work is good and that good work is poor!

Are our consciences clear in this grading matter? Are we perhaps selfish? Are we willing to be unfair to children to save ourselves effort? I have just been making out grades, and sigh with the weariness of it—very ready to say "to the wastebasket with all grading!"—then I realize that the weariness is looking for an excuse for getting rid of the work.

The claim is hereby advanced that the trouble with grades is psychological—quite genuine—not imaginary—but not to be cured by merely abolishing grades. Again and again I repeat, we must focus attention on the student's needs. The trouble with grades is that we call them that, and think we are "grading" children as farmers grade cattle. We are not such gods and goddesses that we can "grade" youngsters. The evils of the grading system resemble those of the caste system. Jane is an "A" student, but John is only a "C." There is social trouble seriously started—reform needed at once. We are "bosses," however, and can raise or lower salaries.

Go back to the comparison to industry. We have a chance to integrate school work with real life in regard to report cards. Here is a constructive suggestion. Let us pay the students every week or every month.

The units may be in the form of "grade-points"—"Herbert, you have worked so faithfully this term that we award you 17 grade points, but Raymond, you have loafed so much that you receive only 8." What if it should have been 16½, not 17, and 8¾, instead of just 8? This is more nearly justice than saying, "Herbert, you pass; Raymond, so do you."

We might call the units "school dollars" and give William a pay check of \$85. "Walter, your pay is raised this month to \$72 because you have been more careful than last month." We might even whimsically coin a new word, "\$scholar\$" and pay so many of these each report.

But whatever else, if we are to do justice to the sense of fair play in the student mind, we must reward his progress plainly. He, and we, need more distinctions, not fewer. Even if it means more work for the teachers, we should report, not in less detail, but more faithfully, "What," "Why," and "How Much."

A Workable High School Speech Contest

KATHARINE THOMAS, *Head Speech Arts Department*, and HENRY H. BATCHELDER, *Vice-Principal, Roosevelt Junior High School, San Diego*

EVERY man and woman needs "to speak without confusion—clearly!" Without limitations, without restrictions as to pre-requisites, each child should have equal opportunity of participation in public speaking events. True, we may be overwhelmed by declamation and oratorical contests in our schools. Perhaps these develop because some public spirited citizen donates a cup or a plaque; perhaps they develop because the teacher or the school needs publicity; or perchance it may be the famous "activity program" that sponsors it all.

Before we encourage contests of any sort, we should definitely and concretely outline, not only the procedures, but the needs and benefits demanding our attention. Textbooks and periodicals offer us many "methods, kinds and means" of speech contests but this is submitted as a proven, workable school wide speech contest, in the hope that a few ideas may be fostered, a few kinks untangled, a few creases unfolded, a new enthusiasm aroused.

In 1933 over 175 students entered our school's contest with the topic of "Famous Personalities" the mandatory theme; and this year over 180 enrolled for the preliminaries (student body 1450) with "World Friendship" stressed. Herewith are outlines to be followed in such a contest—but each school, each system—will of necessity see fit to alter and vary them according to community, school, administrative and teaching set-ups.

Bulletin. Free to all; distributed through English classes or home-rooms. Speech Contest—World Friendship; (different topic each year).

Because of the educational benefit in stimulating interest in good speech, in giving actual speaking experience to a number of students, and in library training, an annual speech contest is sponsored by the school. It is hoped that even more students will enter the contest this year than last when 24 of the 7th Grade, 98 of the 8th Grade and 56 of the 9th Grade participated.

I. Date

A. Preliminary Contest: 7th Grade March 12; 8th Grade March 13; 9th Grade March 14.

Note: To be held in English classes with one teacher acting as judge, choosing two out of best ten competitors. Contestants arranged in sections so teacher would not judge her own students.

B. Second Preliminaries (third preliminaries if necessary).

Note: Eliminate down to five or six semi-finalists in each grade.

C. Semi-Finals (choose 1st, 2nd, 3rd place).

Note: To be held before assemblies of each grade with 3 judges, preferably citizens of the community (lawyers, ministers, club-workers, etc.)

7th Grade class assembly to be held March 19; 8th Grade class assembly March 20; 9th Grade class assembly March 21.

D. Finals—General School Assembly (if possible) March 23.

Note: Three different judges, citizens of community, choose one winner only.

II. Awards

A. Semi-Finals in each grade—1st place—gold pin (or printed Honorable Mention Certificate); 2nd and 3d places—badge or certificate.

B. Finals—1st place only—Grand Prize—Silver Loving Cup.

III. Entrance, Eligibility, General Notes

A. Any student is eligible to enter contest. Student writes name and grade on card provided Home Room or English teacher for the purpose. Home Room or English teacher turn cards in to teacher in charge of contest (preferably head of Speech Arts Department) not later than February 23.

B. Sponsors: Student may have help from his parents or any teacher. Students in semi-finals and finals may be coached (excused from English classes) by any teacher in the Speech Arts Department.

C. Time: A speech must not be longer than 5 minutes.

Note: A speaker will be discounted who uses notes.

D. Subject: "World Friendship." It is suggested that each student choose one foreign country around which to center his talk. Give a sympathetic understanding of its customs, government, religion, great men, national enterprises, or contributions to society as: inventions, literature, art, etc. To understand our foreign neighbors is to lessen the danger of war and to promote "World Friendship."

E. Material: Each contestant should read at least one book on his country. The librarian has planned to give all contestants help in finding material for speeches on the following dates: 7th Grade on February 21, 8th Grade on February 22, 9th Grade on February 23.

F. Composition helps: 1. **Introduction:** Should catch the interest of the audience and should give them an idea of the subject of the speech. 2. **Body:** Should have 2 or 3 main ideas well expanded. 3. **Conclusion:** Should appeal to the audience to do something; should be personal comment of the speaker upon his subject or should be a quotation from an authority.

4. **To hold the interest of the audience:** a. Introduce as much humor as possible. b. Use the word "you" throughout the introduction at least. c. Sprinkle the speech with questions, comparisons, anecdotes and word pictures. 4. Avoid using dates, numbers or statistics. If any are used they should be commented on in such a way that they will mean something to the audience.

IV. Following is the judges rating scale. This outline will be used by the judges as a basis for their decisions. Their decisions will be final.

A. Composition 50%: Selection of ideas, Development of ideas, Originality—does the speech indicate that the speaker has done some thinking of his own?

B. Delivery 50%: Voice: distinctness, responsiveness; Poise: physical, mental; Rate of speaking: force, memory, contact with audience.

The student should keep in mind the above when writing and practicing his speech.

CONTESTS, as outlined above, are supplemental to the regular speech art classes. They may even serve as the entire speech education program for small schools. In our school, teachers have been very enthusiastic over the improvement in students speech. They attribute much of that improvement directly to annual contests.

Encouraging reports come from all angles. Teachers say that the students from various departments are no longer satisfied with slovenly enunciation, incorrect pronunciation, etc.; but they now insist on good clear natural speech and well rounded reports and recitations. An annual speech contest in your school with the speeches as original compositions of the students, with many students participating, will raise the speech standards in all departments. It is a step forward when your school becomes Speech Conscious.

* * *

Critical Problems in Administration

DEPARTMENT of Superintendence, National Education Association, has issued as its 1934 yearbook *Critical Problems in School Administration*. This manual of 400 pages brings together in compact form the essential elements demanded by the grave and emergency school problems of today.

It is a reference-book for all interested in modern school administration. California is abundantly represented throughout this exceedingly valuable monograph.

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The World Affairs Seminar

RENETTE BUTLER, *Associate Editor, Los Angeles School Journal*

WORLD Affairs Seminar of Los Angeles teachers has become an accomplished purpose, and was held at Mission Inn March 28, 29, 30. So far as we know it is the first of its kind to be held in this country. There have been many world affairs conferences, including the one held at Mission Inn during the Christmas season, but this seems to be the first one to be organized and sponsored by teachers.

The Los Angeles Elementary Teachers Club sent the Chairman of International Relations, Mrs. Laurel Knezevich, as a delegate to the December World Affairs Institute in Riverside. The inspiration and enthusiasm, together with the regret that this Institute was held annually when teachers are busy in their classes, aroused a sincere desire among the teachers to sponsor a similar World Affairs Institute especially for teachers. The International Relations Committee with the co-operation of the University of Southern California under Dr. Rufus B. Von KleinSmid as Chancellor, and Dr. John Caruthers as Director, arranged an excellent program with speakers known nationally and internationally.

For such a conference no more perfect setting could be found than Mission Inn at Riverside. The great rooms, the many courts, the luxuriance of flowers and trees express generosity. The beautiful structure with its romantic cloisters, Old World atmosphere and modern comfort and convenience seem to unite a wholesome reverence of the past with a practical application of the present day. The art treasures collected from all parts of the world, instead of being arranged in forbidding "exhibits," are combined in such a way as to make inviting galleries and conference rooms.

But best of all is the spirit of hospitality and world friendship that seems to permeate the atmosphere. Mission Inn has been, and is, the Mecca of the distinguished thinkers and idealists of many nations, attracted there not only by the beauty and repose of the Inn, but also by the generous hospitality of the host, Mr. Frank Miller. No selfish desire for possession, no wish for display, no abstract appreciation for art has made Mission Inn what it is. It is, rather, the tangible expression of a great, warm brotherly love and appreciation of the universality of good.

Mr. Miller cherishes the memory of his Quaker mother, who was a teacher, and for this reason has unbounded faith in the power for good operating through teachers. In appreciation of this fine spirit of co-operation which made the World Affairs Seminar possible, the Los Angeles teachers presented him with a growing basket of roses, accompanied by a lovely sentiment in poem form.

Since this World Affairs Seminar was conceived in a pure desire to make vital the spirit of world friendship, it was fitting that it should be born into such an atmosphere as that of Mission Inn.

Beautiful and idealistic as its conception was, there was, however, no thought of allowing it to be transcendental or visionary. On the evening of Tuesday, March 28, the International Relations Committee of Los Angeles Elementary Teachers Club met with the seminar faculty to define its purpose and procedure. The teachers present expressed a desire for definite, reliable information upon world problems, and suggestions as to how world affairs might be made an animating part of the curriculum. The faculty expressed the conviction that if world peace is to be accomplished through education, it must be the work of the classroom teachers. After thoughtful discussion the following purpose was evolved: to provide a scientific approach to the problems of world affairs for the public school teachers.

On Wednesday morning Dr. Von KleinSmid gave a most inspiring convocation address. It would be impossible in this short article to give even a glimpse of the proceedings of the seminars, laboratory discussions and evening sessions. Every moment was crowded with purposeful study. Every moment was fraught with inspiration and high resolve to go forth with the torch of world-mindedness to kindle in the lives of the young the fires of international friendships. And yet there was no taint of supine pacificism.

Definite facts and figures were given to show the feasibility of setting up effective machinery for peace that would render needless the expensive machinery of war.

Each morning five round tables were conducted. The first half hour was given over to a lecturer, an authority on his subject, not in theory alone, but by actual experience. The remainder of the period was given over to questions and discussions of the subject matter presented with an idea of getting definite first-hand information.

In the afternoon laboratory seminar the point considered was to find the best methods of giving to the children and young people in the public schools a clearer understanding and consequently a deeper sympathy in the matter of world problems and international relations. During the last laboratory discussion, definite resolutions were formulated.

There is no thought of allowing this inspiring experience to fade into a pleasant memory. Those in attendance, both faculty and students, plan to have frequent conferences, and confidently expect that the World Affairs Seminar will become an annual institution that will not only extend its own influence and membership, but will also encourage the forming of similar institutions in other parts of the country.

The proceedings of the seminar, supplemented by a comprehensive bibliography, are to be published and will be available in the club rooms of Los Angeles Elementary Teachers Club.

The Committee of International Relations of the Los Angeles Elementary Teachers Club responsible for the first Annual World Affairs Seminar for teachers is composed of the following: Josephine P. Smith, President, Los Angeles Elementary Teachers Club; Laurel Knezevich, Chairman, International Relations Committee; Renette Butler, Myrtle Merridith Johnson, Georgia Parsons, Mrs. Lutie Gray.

Santa Barbara Meet

National Recreation Association's Western Division Meeting a Great Success

NATIONAL Recreation Association's western division institute conference held at beautiful and historic Santa Barbara, April 5-7, was the most successful gathering of its kind to date, bringing upwards of 250 volunteer and pro-date, bringing together upwards of 250 volunteer and professional recreational workers from 36 cities.

Among the outstanding figures at the conference were: Dr. Arthur A. Manthey of Berlin University, in tour of America under the auspices of the Federation of German cities and the National Recreation Association of the United States, who addressed the meeting on "Recreational Planning," outlining in general the plans which Germany is making in the development of open spaces and the 1936 Olympic Games in particular; William Butterworth, president of the John Deere Manufacturing Company, Moline, Illinois, for many years a member of the National Recreation Association Board and author of several articles on public recreation service; R. C. Branion, California State Emergency Relief Administrator, who spoke on "Recreation in Emergency," stating official approbation of public recreation projects; and Clyde Doyle, widely-known attorney and humanitarian, president of

the Recreation Commission, Long Beach, whose address on "American Youth and Recreation" brought a most enthusiastic response.

Santa Barbara as host to the meeting and the local arrangements committee of which Mrs. Michel A. Levy of Santa Barbara was chairman, showed traditional hospitality and a high degree of efficiency in caring for the pleasure and profit of those in attendance. The park and garden tour and attendance at the annual amateur flower-show will linger long in memory.

School Gardening Is Urged

Among the large number of resolutions and recommendations adopted were several of western-wide importance emphasizing (1) that the Federal Government set aside a California desert park as a national monument, recognizing the faithful and efficient service in this field by Mrs. Sherman Hoyt of Pasadena; (2) that the National Recreation Association's official organ "Recreation," carry a larger volume of material of direct service to recreation boards and managing officials; (3) that a committee be established in the Western Division to continue work on looking to the further standardizing of recreation planning nomenclature; and (4) that there be a broader expansion of school-gardening service under boards of education and public recreation service boards.

It is understood that next year's meeting will go to a Northern California city.

Planning Educational Legislation

JOHN K. NORTON, *Chairman*

Joint Commission on the Emergency in Education, Washington, D. C.

WITHIN a year from the day you are reading this article forty-four state legislatures will have met in regular session. Extra sessions will have occurred in other states. The legislation which will govern the development of public schools and colleges until 1937 will have been largely or wholly enacted.

It is none too early to prepare for these legislative sessions. Sound legislation is never secured by accident. It is the result of extensive investigation, careful planning, good organization, and unified effort. These procedures are called for more than ever in this critical period.

Work on legislative programs should begin at once, continue through the summer and be completed sufficiently early in the fall, so that there will be adequate time to interview candidates well before the fall elections.

The program which will be most effective will differ according to the state. These are some of the procedures, however, which will be desirable in many states.

First, all forces, both educational and lay, interested in educational advance, should be enlisted in the development and support of the program.

This is the time to put aside minor cleavages, to iron out differences on small matters, to submerge personal interests, and to unite in a common effort for the defense and recovery of education. The state department of education, the state education association, the parent-teacher association and similar organizations and agencies, both professional and lay, should be coordinated into a single working group—each ready to play the part which its facilities and membership equip it best to perform. This may be accomplished through the creation of an informal legislative planning commission, representative of all forces friendly to education, or by some other means.

Plans should be made for a quick enrollment at the beginning of the school year of a 100% membership in local teachers organizations and in the state association. This will permit the officers of the organizations to give time to the advancement of the legislative program. Memberships should also be promptly sent to the National Education Association, so that this agency will be in the best possible position to assist the various states in developing their programs, and in supporting needed national legislation.

Second, the state program of legislation should be both comprehensive in scope and sound in purpose.

It should take account of all levels and areas of education in which new legislation is needed, and it is decided it is wise to offer bills. The proposed legislation should be based upon careful investigation. Factual material should be gathered concerning each phase of education for which legislation is to be proposed. Experts both within and without the state should be consulted. The experience of other states, and research findings, should be brought to bear upon each measure.

The constitutionality of each bill should be determined and its relation to other legislation, both existing and proposed, should be considered. Every effort should be made to present a program which takes account of all educational needs of the state and which is both educationally and legally sound in its various provisions.

Third, an organization should be created whereby the public may be informed as to the educational purpose and effect of the various items composing the proposed legislative program.

This program should become the subject of discussion in teachers organizations, Parent-Teacher associations, chapters of Phi Delta Kappa, organizations of the American Association of University Women, and other agencies interested in guaranteeing efficient schools. Practical study manuals should be prepared for the use of discussion leaders and a speakers bureau should be organized. Radio addresses should be arranged.

Fourth, all candidates for office should be informed as to the purposes of the legislation by the citizens of their own communities before the election.

The records of candidates who have served in previous legislatures should be carefully analyzed. If they have not supported sound educational legislation, the cause should be determined if possible. Every proper effort should be made to secure the endorsement of the proposed legislation by all candidates. Those elected should be interviewed again before they leave for the sessions of the legislature.

An adequate organization should be created in order that every locality may be kept fully informed as to the progress of the various bills in the legislature and the support given them by its representatives in committee and general sessions.

These are some of the procedures which should be followed in every state. With the continuance of progress toward recovery the possibility of securing needed school legislation will be better in 1935 than in any year since 1929. In any case, the best defense is a strong and sound offense.

The results of the coming legislative sessions will be determined quite as much by what we do in the next six months, as by what we do in the months following that period. Let every state set to work at once so that comprehensive programs of well-planned educational legislation will be presented, strongly supported, and enacted, in the 1935 sessions of the state legislatures!

Bookkeeping for Immediate Use

Bookkeeping for Immediate Use, by John G. Kirk, Director of Commercial Education, Philadelphia; James L. Street, Head, Department of Commerce, Overbrook High School, Philadelphia; and William R. Odell, Associate in Commercial Education, Teachers College, Columbia University. Script illustrations by Edward C. Mills. 404 pages. Illustrated with photographs, drawings and business forms in three-colors. Published by John C. Winston Company.

The book is divided into short instructional units, or problems. The text, script-forms, and laboratory questions and practice sets apply it.

This exercise material not only tests mastery of the content, but provides drill in penmanship and related arithmetic.

* * *

A New State School Journal

Connecticut State Teachers Association has begun publication of a magazine which goes out monthly during the school year to all members of the organization. It is attractively printed and filled with materials of help and interest to the school people of that state. Raymond N. Brown is editor-in-chief; the editorial staff comprises seven persons. Best wishes to Connecticut!

Principals Life Memberships

EVA G. PINKSTON, Executive Secretary, N. E. A. Department of Elementary School Principals, announces the new \$50 Life Membership now available to members of that Department.

Payments can be made in full or in deferred payments of \$5 or \$10 per year. Credit will be given to those members who have paid their membership for this year by letting them add \$2 to the fee which they have already sent. This \$3 membership fee and the \$2 additional will be the first payment of a Life Membership.

Life members will receive all publications of the Department throughout life and shall have all the rights and privileges of active members. This membership will be non-transferable.

• • •

W. P. Dunlevy, president of San Diego Teachers Credit Union, and member of the Board of Directors of California Teachers Association, has given us the following interesting facts concerning that organization: organized 1929 (Depression Year); assets April 1, 1934, (53 months old) \$51,151.87; shares owned by teachers, \$42,550; loans to teachers, \$30,068.18; guarantee fund, \$502.88; surplus, \$498.16; loaned to April 1, 1934, \$136,424.80; total losses, 2; amount lost, \$59.60. Dividends paid: 1931, 6%; 1932, 6%; 1933, 5%.

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Another book of timely interest is:

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By CYRUS D. MEAD, Associate Professor of Education, University of California, and FRED W. ORTH, Principal, Coronel Public School, Los Angeles, California

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A Thrift Sketch

Using Data on Cost of School Supplies for School Year 1933-1934

LORETTA PERSOW TESSLER, *Thrift Chairman*
Glen Alta School, Los Angeles

The data for the statistical report was furnished the School Savings Section by Harry N. Haight, stock accountant at the Business Department.

Characters

Penholder	Newspaper
Chalk	Crayons
Calcimine	Pencils

Paper Towels

Costuming

Sew or pin paper towels all over girl's dress.
Sew or pin scratch paper all over girl's dress.
Pin old crayon boxes on shirt of boy.
String chalk for necklace, bracelets, girdles, etc.
String pencils in same manner as chalk.
String penholders in same manner as chalk.
Paint the word "CALCIMINE" on some paper that is fastened on a girl or boy.

Penholder

I am the lowly penholder which you children do not seem to like, for you are always losing me. Do you know how important I am? Without me, you cannot use my cousin the pen point or learn to write with ink, and I know everyone of you like to write with ink. Do you know how much I cost? \$1255 worth of me was bought this year. You know I do not get sharpened away like a pencil, and should be used for many years. Let's see if you can keep me safe this year and so help the school board save money.

Chalk

I am chalk. Without me you could not write on the board. If you drop me, I break very easily, but if you hold me correctly and do not let me fall, I can last a long time. The school board bought \$2580 worth of me. You see I do cost a great deal when I have to go to so many rooms and schools. See if you can do your part in saving me.

Calcimine

I am calcimine—red, yellow, blue, green, and purple. If you mix me with water, I make paint with which you can paint very pretty pictures. I cost the school board \$4363 this year. Won't you please not mix more of me than you need so that I won't be wasted. That is one way that you can save much money.

Scratch Paper

Oh me! Oh my! How it hurts when Johnny crushes me and throws me away when I am hardly used. He says I'm only a piece of scratch paper and do not count. Don't count? Do you know that I'm pretty important in this school business? If I weren't, the school board wouldn't spend \$11,166 on me. Yes, sir; \$11,166 was spent. If every child saved one piece of paper a day that would be over 100,000 pieces of paper a day, for that is how many children there are in the

Supplies for School Year 1933-1934

THIS year all school students have an opportunity to demonstrate real co-operation with the Board of Education purchasing clerks by the thrifty use of school supplies that cost the school district \$116,546 annually.

A. J. Gray, director, school savings and thrift activities, Los Angeles public schools, received from Harry N. Haight, stock accountant at the business department, the following itemized list of purchases of small school materials for use in the class rooms this school year:

Item	Amt. Required	Cost
Blotters (desk)	51,181	\$ 857
Blotters (small)	196,869	98
Board, Bristol (sheets)	175,818	3,298
Brushes, art	38,525	2,311
Calcimine (pounds)	25,141	4,363
Chalk (sticks)	1,603,440	2,580
Crayons (sticks)	2,613,944	14,270
Dry Colors (¼ lb. pkgs.)	1,004	288
Envelopes	1,262,393	2,134
Erasers	175,680	2,152
Holders—Pen	108,534	1,255
Paper—Bogus (reams)	1,284	1,710
Paper—Cover (sheets)	175,746	2,101
Paper—Crepe (folds)	31,616	1,412
Paper—News (pounds)	506,937	11,166
Paper—Penmanship (sheets)	12,250,500	10,256
Paper—Screenings (sheets)	1,162,208	1,195
Pencils	1,440,000	15,724
Pens, Eagle No. 740	1,144,656	2,910
Pointers	454	50
Rulers	32,167	1,176
Soap, Liquid (gallons)	16,569	2,315
Towels, Paper	82,140,000	26,720
Water Color Refills	1,688,004	6,205

Total Cost \$116,546

Thrifty pupils are adopting the NRA slogan, "We do our part," as all school students can materially reduce the consumption of a large number of the above-outlined supplies by careful use of the various items which they use in the classrooms daily.

Los Angeles schools—or over 1,000,000 sheets of paper could be saved in two weeks. Let's see how much of me you can save.

Crayons

I am the little crayons that the teacher gives you to draw those pretty pictures. Sometimes she gives as many as 16 different colors of me to each one of you. My, I'm expensive. I cost \$14,270 this year. Did you know that? It hurts me very much when I am dropped on the floor and crushed, for that is wasting as well as being careless. Won't you please take better care of me so that the school will be able to save money this year?

Pencil

Ouch! I hurt so when I'm broken and sharpened too often! Not only that, but each time I'm sharpened, I grow smaller and smaller until there's none of me at all, and then you have nothing with which to write your work. I really should have better care, for I do cost so very much. Just think of it, pencils cost \$15,724

this year. If you take good care of me I should last at least five weeks. You say I get lost. Well, really, I wouldn't if you put me in a box or carefully away in your desk, for I really haven't any legs. Will you help our school by taking care of me?

Paper Towels

Paper towels! Paper towels! How many have ever wasted paper towels? I see myself thrown all over the laboratory floor. Oh, yes! A little girl threw me away without even using me. She said I'm only a piece of paper and don't cost much. I am the most expensive school material bought this year, and I heard the school board say that perhaps they wouldn't have any money to buy me next year. I cost \$26,720 and should be saved whenever possible. Won't you do your part?

Closing

Under the NRA blue eagle, is the motto, "We do our part." Let's see if this motto can be put to work in regard to school materials by seeing that each and everyone of us does his or her part in saving money for the Board of Education and also in saving our own money.

• • •

The teaching staff of McKinley School, Vallejo, is enrolled 100% in California Teachers Association. Allan F. Locke is principal of the school; Lovina S. Bushnell is vice-principal; and Bernice M. Smith is advisor of the student council affairs committee.

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406 South Main Street, Los Angeles

A Suggestion for Teacher-Citizen Co-operation

JESSIE GRAY, *President, National Education Association*

This stirring statement is especially timely because of the recent great Sacramento convention of the California Congress of Parents and Teachers, an organization of which the people of California are justly proud.—Ed.

THIS year we have depended, as never before, upon the vigorous programs of lay organizations to help us defend education and restore appropriations. We have distributed to lay groups significant data upon which to build their defense programs for free education.

It is most obvious that we can best express appreciation for their effort and strengthen their interest, by membership in the organizations which develop such vigorous programs co-operating with our own.

Will teachers, wherever possible, become active members of Parent Teacher Association, the purpose of which is to emphasize the vital relationship of parent and teacher to the child so that their mutual work on his behalf will improve?

When you join, will you urge that the fee you pay be apportioned by the local organization so that teachers may become members of the local, state and national Congress automatically? Many local branches of Parent Teacher Associations forget the broader affiliation and this fact makes it appear that teacher-membership in the nation is less than it really is.

In the interpretation of education to the community, the children perform their part. No less should teachers be interested in contacts between themselves and parents to exchange viewpoints, aims, and assurances of mutual respect, confidence, and helpfulness. This interchange is beneficial to the two greatest human institutions that have evolved to protect young life—the home and the school. The parent, child, and teacher form a trinity of power upon which is based all hope of progress and improvement.

When we send home the message about the child, the report, the praise, the appreciation, even a regret, we ask for understanding and co-operation indirectly. Let us avail ourselves of the direct method of understanding and co-operation by meeting the parent during the Parent Teacher Association programs. Many misunderstandings may be prevented and finer, happier results secured because of the personal contact.

Teachers, will you join the Parent Teacher Association as a professional endeavor to interpret education directly from teacher to parent? It is our privilege and—at this present crisis—a supreme obligation.

A Praiseworthy California Journal

California Physical Education, Health and Recreation Journal, now in its third volume, brought out a very interesting and worthwhile March issue.

It is published quarterly at Frank Wiggins Trade School, Los Angeles, by California Association of Health, Physical Education and Recreation, Southern Section.

Editorial staff comprises A. G. Parisi, editor; B. D. Quinn, associate editor; Clair Colestock, Paul Jones, Alice Lecklider and Samuel E. Loose.

Miss Estelle Carpenter, director of music of the San Francisco Public Schools, attended the National Music Supervisors Conference in Chicago the week of April 9 to 14. Miss Carpenter has been appointed on three committees, the music appreciation, concert and hospitality committees, for the convention which will be attended by 6000 supervisors of music from all parts of the nation. Miss Carpenter is the only life member of the National Music Supervisors Conference on the Pacific Coast, there being only 17 life members in the entire United States. She is also chairman of the public school music committee of the State for the California Federation of Music Clubs.

Schools for Paupers

IN the extremity which local school districts face, states have come to the rescue. However, state as well as local taxes have been greatly curtailed. The state appropriation for education in Pennsylvania for the last biennium is more than twelve million dollars less than it was for the previous two years. The Michigan deficit in revenues for schools is forty-one million dollars for the present school year.

It is apparent that the school systems of the United States are in desperate circumstances. The right of your child to a fair chance in life is threatened. We face the possibility of two systems of schools in this country—pauper schools for those who cannot afford to pay tuition for their children and private schools where every advantage may be offered the children of the rich. A little more than 100 years ago that very condition existed in the United States. Are we to revert to a class distinction which the ideals of democracy required us to abandon?—Sidney B. Hall, State Superintendent of Public Instruction, Richmond, Virginia, in a recent radio address over NBC-WEAF network.

* * *

Henry Clay Hampton

BORN in Mariposa County, May 6, 1856, he was educated in the public schools and University of California. Mr. Hampton began teaching at the age of 19 and taught in the public schools of California for 42 years (most of this time in Inyo and Mono Counties), and then in the public schools of Nevada for 12 years, or 54 years in all, during which time losing but six days.

In September, 1933, while visiting with his daughter in Simon, Nevada, he was asked to take the school there, and it made him very happy to be busy again at his profession, but three days later, after starting school, he had a fall which resulted in a fractured hip. He was brought to Los Angeles for medical attention, but not much could be done and he was confined to his bed until his passing in January.

He leaves a record to be cherished, for his high character as a man as well as his long and successful career as a teacher. He set for thousands of the children he instructed an example by which they could profit if they would, for his influence in all things was on the side of right. In the long life he lived, he made and leaves a name without blemish or reproach.

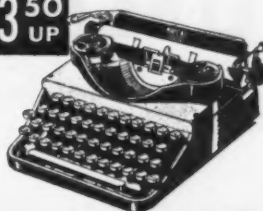
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California School Librarians Meet

SPRING meeting of the California School Library Association, Northern Section, is held May 19 in Sacramento. Business meeting convenes in the morning at 10:30 in Kit Carson Junior High School Library. Helen Ferris, editor-

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in-chief of the Junior Literary Guild, is the luncheon speaker.

In the afternoon the group will visit the State Library to see special exhibits. All school librarians and those interested in school library work are invited to be present. The president of the Northern Section is Jewel Gardiner, Librarian of the school department of the Sacramento city schools.

* * *

Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method; by Meyer E. Zinman, Elizabeth Friend Weitz, and Roslyn Streislin, Abraham Lincoln High School, Brooklyn, New York. The Gregg Publishing Company; 320 pages; \$1.20.

This book is a handbook for teachers of Gregg Shorthand theory. It contains the actual daily lesson plans of three experienced shorthand teachers. The plans have been perfected after five years of classroom experimentation. In these plans the authors have used the sentence method of instruction. They have constructed sentences containing all the important words in the vocabulary of the Gregg Shorthand Manual.

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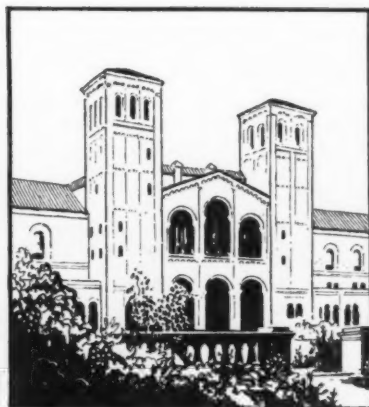
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1934

For bulletin of complete information, address, Dean Lester B. Rogers, 3551 University Park, Los Angeles.

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C. T. A. State Council Meeting

(Continued from Page 28)

gency Aid in Education, called by United States Commission of Education, George F. Zook; and

Whereas, the latter organization composed of representatives of 32 national organizations, after thorough study and deliberation, has proposed the following program for federal aid:

1. \$50,000,000 to keep schools open during 1933-34;
2. \$100,000,000 to keep schools open during 1934-35;
3. A substantial additional appropriation to insure normal operation of schools during 1934-35;
4. Federal loans to school districts on the security of delinquent taxes; frozen assets in closed banks, etc.;
5. Not less than 10% of any new appropriations for public works to be allocated for school and college buildings, and buildings for other educational enterprises;
6. \$30,000,000 to assist students to attend institutions of higher education.

Therefore, be it resolved, that the California Teachers Association in the annual meeting of its State Council of Education hereby ratifies and supports the action of national committee on its proposed program of federal aid. The California Teachers Association believes that the federal government should assist the states in making an adequate education available to every child and that special funds should be made available to prevent the interruption of education during economic disasters.

An Appreciation of Mrs. Hayes

John A. Sexson moved that through its proper officers, California Teachers Association convey to Mrs. W. J. Hayes, President of California Congress of Parents and Teachers, public recognition and the very sincere expression of appreciation of our organization to this group of people who during a severe crisis and in a very difficult time have rendered aid to us which no word of ours could possibly acknowledge and our sincere appreciation of the fine work which Mrs. Hayes as president of her organization has rendered to public education in this state. The motion was seconded and unanimously carried.

Mrs. Genevra P. Davis moved that the Board of Directors be asked to consider the appointment of a committee to study the causes of unemployment of teachers in California, and study the advisability of reduction in the number of credentials granted by the state. The motion was seconded and carried.

No further business appearing the meeting adjourned.

For GOOD TEACHERS

For GOOD POSITIONS

National Association of Teachers Agencies

Write for Membership List to Secretary of N. A. T. A.
532 GENESEE VALLEY TRUST BUILDING, ROCHESTER, N. Y.

C. T. A. Board of Directors

THE meeting of the newly-elected Board of Directors, California Teachers Association, was called to order by the State Executive Secretary, at 6:45 p. m., April 14, 1934, at the Palace Hotel, San Francisco, the following members being present:

Robert L. Bird, William P. Dunlevy, Clarence W. Edwards, Ed. I. Cook, Willard E. Givens, Roy Good, John A. Sexson, S. Edna Maguire and Mrs. Kathleen Stevens.

The Secretary announced that the first order of business would be the election of a president. Mr. John Sexson nominated Willard E. Givens. The nomination was seconded by every member of the Board, and on vote, was unanimous.

The President then called for nominations for Vice-President. Mr. John A. Sexson was nominated. Mr. Cook moved the nominations be closed, which motion was seconded by Miss Maguire, and carried. The Secretary was instructed to cast a unanimous ballot for Mr. Sexson.

Mr. Bird nominated Roy W. Cloud as Treasurer. On motion made, seconded and duly carried the nominations were closed, and Mr. Cloud was declared elected treasurer.

The date of the next meeting of the Board of Directors was set for June 16, 1934, at 9:30 a. m., at headquarters office, 155 Sansome Street, San Francisco.

No further business appearing, the meeting adjourned.

MOUNT SHASTA SUMMER SESSION

of

Chico State Teachers College

•

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One Percent of One Months Salary to C.T.A.

TO tell the truth concerning education in California costs money. Teachers have been veiledly hinted at by retiring legislators as organized minorities. The teachers are not fighting for their own rights in this organization, but are striving by organization to give to the majorities some idea of the state of the public schools.

The public schools of nearly every state in the Union have fallen into the hands of thoroughly organized minorities of heavy tax-payers. These heavy tax-payers, whose burden of taxation has not been borne by themselves but by the consumers of their products, would further relieve themselves by destroying the common man's last stand of liberty—the public schools.

California's fixed charges for education have so far made it possible for her schools to persist almost normally. When we are asked for 1% of one month's salary for the C. T. A., it will be with the intent of telling the public, through every channel open to us, the facts about our public schools.—Long Beach Teachers Journal, April, 1934.

Margaret J. Frick

MRS. MARGARET J. FRICK, one of the pioneer teachers of Southern California, died at the home of her son in Los Angeles on April 12, in her 88th year.

Mrs. Frick taught in the schools of Los Angeles from 1885 to 1902, helping them develop from "the little red school house" into a city system. She helped get the first high school building in the city on North Hill Street. Before that time the one high school had occupied rooms scattered here and there in different buildings. She was one of the prime movers in the formation of the California State Teachers Association.

When upon the insistency of her two sons, Mrs. Frick retired from the vice-principalship of the Los Angeles High School in 1902, she started upon another field of activity, for going to Berkeley, she re-organized the women's Cap and Gown Club, of which she was long president. Later in Los Angeles on the board of the Friday Morning Club, she helped plan for the present building on Figueroa Street.

She formed the Redondo Woman's Club which took so active a part in local politics that city officials have been seated and unseated by it. When on the State Prison Board she suggested the idea of University Extension Courses in penitentiaries. In the campaign for women's suffrage she took an active part, forming clubs of young women and persuading each of them to form a club to work for the movement, on the

endless chain idea. She was in public life to the end.

In Mrs. Frick's diary after her death was found the following creed:

"I know now I am an unusually blessed woman in this last stage of my long life. I have all my faculties, can keep myself busy by helping others some and myself much more, have my two families to love intensely and many friends. The three rules for happiness: Something one must do; someone to love; something to look forward to. I hunt and find the first; I have the second; as to the third, at my age, it can only mean for the very near future, but there is that other future in which my hope has never died. If I am mistaken in this it will not matter to me then. I believe in God and immortality, as I think everyone does, no matter what he says. The Lord's Prayer is, each sentence of it, a reminder of our duties: keep His name sacred; help to make the world better; be grateful for our needs being answered; be tolerant, and remember that our conduct reflects on Him as the conduct of our children reflects on us. It is a tonic to repeat this often."

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Aeronautics at Sacramento College

IN the earlier years of the growth of the Sacramento Junior College practically all the curricular offerings were designed to meet the needs of students preparing to enter higher institutions of learning. But gradually we have been introducing, as the demand increased and finances permitted, work of the semi-professional type, not to replace but to supplement the regular academic work.

A Department of Anthropology, established four years ago, has been enlarged to the point where four lecture courses (physical anthropology, social anthropology, the American Indian, the California Indian), and one in Field Archaeology constitute the present offering.

Two years ago it offered one course in Aeronautics. It is now offering those listed below:

Aeronautics 1—Elements of Aeronautics.
Aeronautics 11—Elements of Aircraft Drafting.
Aeronautics 12—Aircraft Drafting.
Aeronautics 21—Aircraft Instruments.
Aeronautics 21L—Instrument Laboratory.
Aeronautics 23—Aeronautical Physics.
Aeronautics 40—Aircraft Propulsion.
Aeronautics 40L—Propulsion Laboratory.
Aeronautics 46—Aircraft Principles.
Aeronautics 46L—Airplanes Laboratory.

The lecture courses are located on the Junior College campus, and the laboratory at the Municipal Airport two miles south of the campus.

...

Kindergarten-Primary Southern Meeting

MEMBERS of the Santa Barbara Kindergarten-Primary Club proved themselves past masters at the art of entertaining when on Saturday, April 7, they served as hostesses at the meeting of the California Kindergarten-Primary Association, Southern Section.

The meeting was held at Hotel Mar Monte, with Alice Livsey, president of the Association, presiding.

The setting was perfect, the weather ideal; there was a profusion of flowers on every hand, and with the atmosphere filling everyone present with a deep sense of beauty, the main topic of the program seemed particularly appropriate.

Ida May Anderson, assistant supervisor of art of the Los Angeles City schools, suggested ways and means of bringing beauty into the lives of children, and of leading them to express themselves in terms of beauty.

A bountiful luncheon, lovely in all its appointments, was served at 12:30. During the luncheon, Helen Portune, accompanied by Mrs. Kaplun, sang a group of exquisite songs. Pupils of Madam Maria Kadrina, of Santa Barbara, sustained the same high note of beauty when they entertained with dances of unaffected young grace that brought forth spontaneous applause.

The meeting closed with a visit to the flower show at the famous Santa Barbara court house, with the visiting members of the association, expressing a vote of thanks to the members of the Santa Barbara Kindergarten-Primary Club, their president, Mrs. Ruth Houghton, and her very efficient committee, for a very lovely and satisfying day.

Teachers and Teaching

TEN thousand and one individuals wrote the startling book, *Teachers and Teaching*, ten thousand high school seniors and Professor Frank W. Hart of the University of California at Berkeley; recently published by the Macmillan Company.

A great deal of thought, time, energy, and money has been and is being spent in discovering the interest—the likes and dislikes—of pupils and in making textbooks and school programs to correspond to these interests. The interest factor has come to be regarded as vitally important in education. Yet, strangely enough, very little attention has been given to the student's interests as regards his teachers. This book, *Teachers and Teaching*, is designed to throw light on the question, by presenting the frank and fearless opinions of 10,000 high school seniors in 66 high schools—large and small, city and rural—in widely distributed areas throughout the country.

The plan followed in getting the information allowed for unrestricted thinking and frank comments by the students. The book consists chiefly of the results of this survey—of the student's own comments. Professor Hart's contribution has consisted of collecting, compiling, and analyzing the information.

There are eight chapters. The first or introductory chapter explains the reasons for making the survey, the method used, etc. Chapters II, IV, and VI, present, respectively, the statements of the students as to "Teacher A," the best liked teacher; "Teacher Z," liked least of all; and "Teacher H," the teacher who taught most effectively. Chapters III, V, and VII present composite pictures of "Teachers A," "Z," and "H," respectively. These three chapters contain tables of reasons for likes and dislikes and differences between "Teacher H" and "Teacher A," arranged in order of frequency of mention.

In Chapter VIII, Professor Hart "seeks to draw together the more pertinent conclusions and to discuss their possible application to the end that teaching may be improved and that both teachers and pupils may find their school experiences happier and at the same time more beneficial." Every California teacher can well afford to study this volume most carefully.

Every member of every Board of Education should read *Teachers and Teaching*, for it stands as a towering monument to the success of the public schools they have labored to preserve and develop. It is a direct inconvertible affirmative answer to the question so often raised today, Does secondary education pay?

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EDUCATORS are coming to realize that knowledge of the entire commercial and industrial structure is helpful to consumers as well as to business workers; that qualifications not usually stressed in early school years are more necessary than ever to assure a useful and happy career in any vocation; that such qualities as character, imagination, vision, initiative, adaptability, concentration, understanding are as important as skill in rendering service and in winning promotion.

So the "New Deal" business course in the Junior High School should offer our children opportunities to gain a general acquaintance with the business community and an insight into its goals, functions, practices; to appreciate the value of careful planning for the future; to make try-outs as aids to job selections; to develop, at the same time, certain occupational skills.

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Art for the Child and for Life

F. H. MEYER, *Director, California School of Arts and Crafts, Oakland*



Decorative illustration by member of Grade Teachers Class at California School of Arts and Crafts

IT is now a matter of general observation that since we, as a nation, are having more time to think, to see, and to appreciate, the arts are coming to the fore. Witness the great number of visitors to museums and exhibitions; the splendid work of the C. W. A. in employing contemporary artists to decorate public buildings; the increasing number of broadcasts dealing with art subjects; the many adults who follow art as an avocation in evening school and Saturday classes since the shortened industrial week has provided them with more leisure.

To prepare for the maximum appreciation of art values, either in the professional artist or in the mere admirer of art as an avocation, proper grounding in the fundamentals is essential. Even in the earliest grades in the schools, the work of preparing the foundation may well begin. We hear much of self-expression and of freedom of expression. Yet universality of expression is also essential to creative art and to the appreciation of the art created, and that very universality depends upon sound and simple principles of correctness. To impress upon young children these earliest steps of good design, of harmony, of vivid simplicity, is admirable assignment for the grade teacher. But in order to offer them convincingly to children, the teacher should have skill in portraying them himself.

It has always been my theory that a certain amount of technical teaching should go hand in hand with that part of instruction which stimulates creative expression. As a teacher of drawing, as a supervisor, and in all my experiences as director of the California School of Arts and Crafts, I have never found a substitute for the

idea that he who teaches art well must know art well.

The grade teacher can do a great deal in guiding the child to self-expression in graphic arts, provided she herself knows the fundamental principles of art. And if the teacher has the ability to make use of simple illustrations on the blackboard, she is a better teacher in other subjects as well. For art is the oldest and most universal means of spreading education. Pictures were used long before writing, and all the letters of the alphabet are nothing else but highly condensed picture writing.

It is a well-known fact that the very thing which can be clearly expressed in language, written or spoken, is not so easily expressed in art, and the very subject which lends itself to art, is hard to express in language. Therefore, to get the full advantage, both methods should be used to achieve well rounded development of the child.

In the enthusiasm for free expression, craftsmanship (technique) has often been neglected. The child, like the primitive man, is interested in manual skills and enjoys excelling in them. If this natural desire for fine expression is properly directed, it can be a great help in appreciating the arts and crafts in later life, as well as for professional work in the fine and applied arts.

To raise our people to the enjoyment of art appreciation, let us not under-value art as a public school subject or relegate its instruction to teachers whose expertness lies in other fields. To obtain the delights of art, let us grant its educational importance.

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Dynamic Symmetry
Figure Sketching

Freehand Drawing
Hand Bookbinding
History of Art
Jewelry
Landscape Painting
Loom Weaving
Mechanical Drawing
Modern Composition

Pen and Ink
Pictorial Composition
Pottery
Primary Construction
Stage Design
Textile Decoration
Tooled Leather
Water Color

Particular attention is called to the newly added courses in Modern Composition given under Glenn A. Wessels, Textile Decoration (block printing on fabrics) under Vara B. Lortsch, and Pottery (including ceramic sculpture) under Lorenzo Moffett. Also stimulating courses under Ethel Abeel, Florence Cook, Harry Dixon, Waldemar Johansen, Xavier Martinez, F. H. Meyer, Louis Miljarak, J. Paget-Fredericks, William S. Rice, Isabelle Percy West, and Hamilton Wolf.

Special lectures on Principles of Art Education, History of Art, and demonstration of Silk Screen Printing, offered without additional charge to full-time Summer Session students.

Write F. H. Meyer, Director, for Summer School catalog.



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Summer Program of a California High School

What one high school will do this summer to contribute to the profitable employment of leisure time

A. B. INGHAM, *Principal, Pacific Grove High School*

THE Pacific Grove High School is opening a summer school this season to take care of the boys and girls of high school age and of adults who have leisure time and who wish to make profitable use of it. The summer session will feature a course in biology, which will be under the direction of Mr. Harry James Snook who is now employed by the College of the Pacific and the Stockton High School. He is an authority in biology. Several years of his life were spent studying the seashore animals of the coast. He and Dr. M. E. Johnson are co-authors of "Seashore Animals of the Pacific Coast," which is considered the outstanding treatise in its field. Mr. Snook will take his class to the out-of-doors where the specimens are to be found in their natural habitat. He will make use of the high school laboratory as occasion demands. The Pacific Grove region is the mecca of the naturalist. Because of its richness in sea life the Hopkins Marine Station of Stanford University is located here.

Courses in elementary and advanced bookkeeping, elementary and advanced type-writing, first year algebra, journalism, and vocal instruction will be offered in addition to the above mentioned biology. All courses are open to high school pupils and adults. A full year's credit (1 unit) will be given in biology, bookkeeping, typewriting, first year algebra. Journalism and vocal instruction will bring one-half year's credit ($\frac{1}{2}$ unit). The school will commence July 2 and continue five days a week, four hours per day, until August 31. Classes will meet afternoons and evenings.

Elevating the Dump!

EFFIE MOORMAN, *Teacher*
Ramona School, San Bernardino

FRIENDS, time was when "dump" was a vulgar word, and nice people delicately wriggled noses when it was mentioned. Perhaps Webster hasn't found it out yet, but a dump should be given a higher place at the present time. It is not only a place where refuse no longer useable by man is thrown and where billy-goats stave off the wolf, but it is now also a place where educators find much material!

Recently I went to a dump! Lo, the poor skinny billy-goats were hunched together, talking of the dreadful depression while several gleeful persons daintily stepped over grounds hitherto sacred to Mr. Goat. What **were** these people doing?

One was busily tearing paper labels from cans saying "These pictures will be just the thing for an English lesson." As she tore the labels off, she tossed the cans aside. One poor goat edged nearer, hoping to get a can whether frosted with paper or not, but no, another teacher with a peculiar instrument in her hands reached for the can and turned it around with the aid of her instrument, and the goat stepped back to watch.

The lady tossed what was left of the can away, saying "These lids are just the thing, my dear, for our train wheels, and Blanche could

use some for tables by fastening them to spools, and maybe Mary could use some for a fraction drill, but I'll have to bring Bob to cut off more lids. My hand's ruined."

Billy looked hopefully at what was left of the cans, thinking there might be enough to keep his youngest from starvation, and started toward the heap, when to his dismay, he saw another pedagogue dart at them and say, "Oh aren't these ducky and thanks so much for cutting off the ends. I can cut the tin into strips and use it in making our city. What's the matter, Ruth?" (and Billy slunk sorrowfully off!)

"Oh here's the grandest slide! Look, it's a fender off an old model T but with that dip in it, it will be perfect for our model schoolyard. And look at this old wire, it's just right for swings and trapezes!"

Suddenly they realized that all their plunder could not possibly be packed into the small Chevie reluctantly accompanying them. They filled it to its squeakingest, and wended their way back to unload, planning to return for a second load. But if the goats have any sense they'll cache what is left.

So, my friends, you see why the history of the dump is adding another phase to its evolution, and must now be called that place where the foremost (ahem!) educators of the time are sending their youthful guiding lights to garner material which inspires young America in their search for knowledge and wisdom.

California Native Flowers

THE above title presents Series No. 1, "California Native Flowers," which will be followed by Series No. 2 and No. 3.

In this first series there are represented 24 well known species, each done in full color and each accompanied by a readable story which is scientifically correct but not technical. It is for the layman, for schools and libraries, and furnishes a happy way to become acquainted with our wild flowers without having to struggle through a botany.

In the story accompanying each color plate will be found descriptions of related but not illustrated species, making wider identification possible. The common name, scientific name, habitat, and relative blooming time are given—as are also interesting facts regarding the history and commercial value of the plants. The authority used is "Manual of the Flowering Plants of California" by Dr. Willis Linn Jepson, of the University of California.

The material comes in loose leaf style, 24 color plates and 24 story sheets, size $3\frac{1}{2} \times 5\frac{1}{2}$, boxed (price \$2.00); mounted on stiff card $5\frac{1}{2} \times 8\frac{1}{2}$ in ring binder or portfolio (price \$3.50). An exhibit was made at the State Librarians Convention in Pasadena, May 2 to 5, put on by the publisher, Mrs. Lena Scott Harris, 5157 Eleventh Avenue, Los Angeles.

...

Courses for Secretaries

SELECTION of University of Southern California as one of two institutions in the country to sponsor summer training courses for secretaries is announced by the department of study, national board, Young Womens Christian Association. Announcement is made by Ann Elizabeth Neely of the executive leadership division, New York City, of the Y. W. C. A., that secretaries who wish to use their vacation for academic study will find approved study-courses at University of Chicago and University of Southern California.

From **June 18 to July 28**, Rhoda Foster, national staff member of the association, will be present on the Trojan campus to work with secretaries in seminar hours each week on the application of their summer college work to association problems.

Dr. Howard Odum, director of the Institute for Research in Social Science, University of North Carolina, is to come to Los Angeles as visiting professor at University of Southern California, to conduct special sociology courses in regional social planning and modern social trends. Dr. Odum was chief of the social science division of "A Century of Progress," editor of "Social Forces," author of "Rainbow Round My Shoulder."

As special adviser to the summer student group will be Dr. Bessie A. McClenahan, professor of sociology at the University of Southern California. She will head courses in social psychology of leadership and in principles of social case work.



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It stands firmly for it is strongly built, yet it is light enough to be moved about easily.

While designed for use in Libraries, particularly, it is often used for special displays in school room, corridor, office, or wherever publicity material is displayed.

The posting surfaces are made of a brown cork-like material. The frames are quarter-sawed white oak in light or dark finish. The Screen is $55\frac{1}{4}$ in. high. The display panels are all 19 in. wide. The large panels being $39\frac{1}{2}$ in. high—the small panels 7 in. high.

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Children Collect Postage Stamps

ERNEST C. WILLIAMS, *Formerly Principal, Rocklin Elementary; San Jose*

Up to the present the great detriment to stamp collecting from the child's point of view has been the album with which he has had to work. The album has either been too small or too large. The fault does not lie at any particular door but more with the system than with the publishers.

The impossibility of providing a complete album lies in the magnitude of the field and the fallacy in the present arrangement lies in three points: first, that the small printed albums available to date are too small to provide adequate room for even the beginnings of a collection; second, that the better grades of printed albums are providing space for stamps which are too high priced for the casual nickel or dime which is spent; and, third, that the present system of arrangement of the stamps by centuries, countries, and years, leaves no possible ground for individualism in classifying or arrangement. A certain stamp has a fixed and definite place in which it is to be placed.

Would it not be more logical to arrange a collection in a book which may be made as simple as necessary or as complex as the child's interest? Certainly it would. Would it not lead to a more sustained interest if there were not so many unfillable spaces and every stamp owned could be placed where it would not only be on display but would be a complete picture in itself and tell its story instead of being merely one more of an unfillable series?

The Stamp-o-pedia

How can it be done? None of the present-day albums are arranged in such a manner. The answer is simple. Use the encyclopedia idea in a loose-leaf note-book such as the children use in school.

I call my book the Stamp-o-pedia and here is a suggested list of topics under which stamps may be arranged according to individual tastes. Do not let the length of the list frighten you. It is not expected that all of them will be used. It is merely suggestive of the wide variety of subjects which are treated in postal issues of the world. Of course if the child still wants to collect by countries encourage it by all means rather than let the interest wane; but still stick to the blank loose-leaf book whose sheets will not look nearly so empty even with two or three

stamps artistically arranged as those of a standard album with page after page of little empty rectangles. The list follows:

Advertising	Literature
Aeronautics	Manufacturing
Agriculture	Maps
Art	Medicine
Astronomy	Men who have become famous
Athletics	Mining
Biography	Money
Botany	Music
Bridges	Mythology
Charity	Natural History
Child Welfare	Ornithology
Children	Paper Making
Color	Peace
Commemoratives	Philately
Communication	Politics
Discovery	Printing
Ethnography	Red Cross
Errors	Religion
Exploration	Science
Finance	Sculpture
Fishing	Ships
Geography	Sports
Government	Stamp Collecting
Heraldry	Symbolism
History (American)	Transportation
History (World War)	Travel
Holidays	War
Hunting	Women who have become famous
Industry	Zoology
International Relations	
Landscapes	
Linguistics	

The first thing to consider in such an arrangement is of course cost.

1 cover	10 cents
1 package of paper.....	10 cents
1 package of gummed reinforcements (to protect the punched holes).....	10 cents
	30 cents

Here is the beginning of a real creation for less than half a dollar and who knows to what it may lead?

STAMPS may be arranged under these headings with merely a descriptive caption or a short paragraph giving the story of the stamp. For example, how many know that a postage stamp had any influence on the Panama Canal? This is the way the history books tell the story: "**Dispute over the routes.** The next question was where and how the canal should be build. After much debate Congress in June, 1902, ordered (1) that the French company's claims in Panama be bought and (2) that a strip of territory for the canal be purchased from the

Republic of Colombia, the country which then owned the Isthmus. . . ."¹

" . . . the Colombian Senate rejected the treaty."²

(August 12, 1903.) Both the United States and the Province of Panama were exasperated by this attempt of Colombia to hold back the world's progress by barring the route across the Isthmus. Some rather high-handed diplomacy was conducted at Washington by secret agents from Panama, and when the Colombian Senate adjourned at the end of October without having reconsidered its refusal, United States gunboats were already hovering about the Isthmus with orders to let no armed force land on its soil. . . . Within a week the new Republic of Panama had its accredited representative, Bunau-Varilla, in Washington, who resumed immediately the negotiations for the construction of the canal . . . we bought a ten-mile strip outright from Panama."³

Here is the correlation between Philately and American History:

M. Bunau-Varilla, a distinguished French engineer, and without doubt the greatest authority on the Panama Canal, from the age of 20, had lived for one ideal—the realization of the Panama Canal. Through fever, suspicion, and political intrigue, he worked for the several French attempts toward the canal; on their final failure he went to America, "defeated the Nicaragua scheme, engineered the revolution of the Republic of Panama from Colombian tyranny."

At one time tremendous efforts were made to get the Americans to abandon the Panama route for their canal and make one through Nicaragua. M. Bunau-Varilla pointed out not only the enormously greater cost of the Nicaraguan route, but also the fact that it would be at the mercy of active volcanoes, but the Nicaraguans and their American wire-pullers denied the existence of active or any other volcanoes, and said it was all "hot air."

But, unfortunately for the Nicaraguans, as all stamp-collectors know, they had many years previously issued a handsome Nicaraguan postage stamp with a fine picture of a volcano in activity. M. Bunau-Varilla suddenly remembered this and sent to all the foreign stamp dealers in Washington and managed to secure 90 of the stamps and immediately sent one to each of the 90 American Senators—on a paper with the words: "Postage stamp of the Republic of Nicaragua: an official witness of the volcanic activity of Nicaragua." This clever use of the volcanic stamp blew up the Nicaragua scheme—the recent terrible catastrophe of St. Pierre helped to rub in the warning on the stamp and the Panama route for the canal was adopted, but only by a narrow margin—only four votes.

Surely a Nicaraguan stamp deserves a place in the American History section!

1. The History of the American People. Beard and Bagley. Second Revised Edition. California State Series. p. 624.

2. The Hay-Herran Treaty.

3. American History. Muzzey, D. S. Ginn & Co., Boston. 1911. pp. 601-2.

4. Scott's No. A-14.

The Cubberley Trust Fund

GRAYSON N. KEFAUVER

*Dean of the School of Education
Stanford University*

THE recent annual report of the President of Stanford University announced an important addition to the Ellwood and Helen Cubberley Trust Fund. The Fund was established some years ago with a gift of \$25,000 from Dr. and Mrs. Cubberley. Following Dr. Cubberley's retirement last summer, the Cubberleys made an additional gift of \$367,199.25, making a total of nearly \$400,000.

The Cubberley Fund is to be used to support the program of the School of Education. The particular purposes to which it will be applied were listed by President Wilbur as follows:

"The intent of the donors, if the trust fund becomes sufficiently valuable, is eventually to have the principal of the fund devoted to four main purposes: (a) the erection of a building at Stanford University to house the School of Education; (b) to endow the chair which Professor Cubberley has held for the past 35 years, under the title of the Cubberley Professorship of Education; (c) to add to the Cubberley Lecture Fund, created by a national committee and presented to the University on June 6, 1933, sufficient funds to bring the principal of the Lecture Fund up to \$20,000 in case the national committee is not able to do this within a reasonable period of time; and (d) to provide a special endowment to purchase books for the School of Education library."

Those of us who were privileged to study with "Dad" Cubberley and to know both him and Mrs. Cubberley, will recognize in this gift expression of the same loyalty, devotion, and social idealism they practiced and taught during their 35 years at Stanford.

During this period of service, the Cubberleys contributed to the development of an outstanding program of professional training. Even though now retired from active service, the Cubberleys are able through this gift to give permanent support to this program. New possibilities are opened up for the Stanford School of Education by the funds thus made available.

All persons who learn of this gift, even though not aided directly in their professional activities, will be inspired to a higher devotion to their professional task. One can search the pages of histories of education, but no more noble example will be found than the Cubberley's.

Rocks and Minerals in the Upper Grades

O. R. BOWMAN, *Chemistry Teacher, Vallejo High School*

JUST STONES," an article appearing recently in your magazine, deserves attention and adaptation not only in primary grades, but on through the high school. We all need to study pupil-interest, and to modify assignments of conventional texts accordingly.

Certain it is that this spontaneous interest does not slacken in high school. It should be encouraged at every step. Meet it half-way, and enthusiasm spreads. And then specimens come in! They bring pyrite from the coal bin or from Auburn to find if it is gold; serpentine to learn what the gas is that bubbles out when it is put into water; clay from the farm hillside to know if it is fit for pottery or porcelain; and bits of gravel just to find what the pretty stones are. These questions are up to you and me to answer.

And then a school collection follows as night the day. Almost a museum if you don't watch out. Locally we have collected: serpentine from Carquinez bridge; cinnabar from a deserted mine; sands from nearby shores; chalk from a telephone posthole; ochres from highway cuts; cement materials from cement works; ores from Selby smelters; kieselguhr from Crockett sugar-mill; shell limestone, tuff, and volcanic ashes from across the Bay; obsidian, scoria, and lava from up St. Helena way. Many were brought from greater distances. We purchased some.

Like the writer of "Just Stones" I find it needful to throw away much. Always with much hesitation.

Discussion over the origin of one kind of formation by pupils and teachers and others brought a deadlock; so it was sent to state authorities. They disagreed. This had one ad-

vantage: we all had backing of high authority for our opinions.

Regular exercises of the manual are easily supplemented by using ores for laboratory chemicals, as in blowpipe, borax bead, cobalt nitrate tests. Or a special tray of specimens illustrating the work of the text may be used as part of the lesson, as nature study. An occasional drill on naming specimens at sight succeeds better than might be expected.

Only a few minerals admit of tests for the acid radicals. But they come in handy in tests for such minerals as borax, gypsum, calcite and phosphate.

As an opening lesson I find nothing better than to produce from their ores, on charcoal with blowpipe, a malleable lead bead, and a magnetic iron particle. This, together with notes from an introductory talk and their experiences, take our allotted hour.

For the second semester, I find that a modified qualitative analysis, or simply applying chemical tests for zinc, copper, lead, mercury, iron, calcium and sodium and the like to their ores is a most welcome attraction when Seniors become attracted away from routine by the approach of the Great Day, along toward June.

Until recently, all texts tended to a type of conventional that omitted such subjects as rocks. But they are coming to it. We cannot afford to ignore even the dust at our feet. That handful of sand brought me by a pupil, from a plasterer's box, brought to Vallejo from up Sacramento way, with its glassy grains of quartz, pink or gray flakes of feldspar, black six-sided scales of mica, softer grains of serpentine or talc and limestone, represent 97% of the earth's crust: a figure that should inspire a modicum of respect. As listed in Lyon and Fippin, "Soils," the figures are: feldspar 48%, quartz 35%, mica 8%, talc 5%, and carbonates 1%. Leaving a miserly, stingy little bit of 3%. And this type of sand prevails up and down California's great Central Valley, and is what is left of big chunks of granite weathered loose from the great Sierras and sent tumbling and grinding down her river beds. The miner finds gold in it, the plasterer makes gold out of it.

As to soil, clay, dirt, it may prove to be the best pay dirt of any rock known. At the threshold of the age of aluminum, aside from helping us

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during July and August. Completely furnished, 3 bedrooms—1 double and 2 single beds—detached house, bus service, quiet neighborhood, yard cared for, 20 minute drive to U. S. C., 40 minutes to U. C. L. A., 30 minutes to the beaches. \$40.00 per month.

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produce food, flowers, houses, concrete roadways, textiles, lumber 'n' everythin', it contains about 7% of pure aluminum,—if we could only separate it out at not too great a cost. Counting clay 2.5 times as heavy as water, water about 60 pounds per cubic foot, and your living room 14 feet square, there is a ton of aluminum under that room for each foot down you dig. It may take another Charles Martin Hall or a greater, to get it out of its ores, but the chemist will appear, and the process will be forthcoming. The demand is growing, and so are uses for it. Note the aluminum parts on the newer aircraft.

Besides dirt, clay, rocks, minerals and "stones," perhaps I should mention a few variables, as a bogus "silver" dollar, much eaten by acids, in our vain endeavors to find the silver.

If the New Deal gives the workingman the added leisure we read about, the collecting instinct may continue, as in the case of President Roosevelt's stamp-collecting, into later life. This calls for more books, more public collections, more research, more teachers.

I have found most helpful in such work, J. O. Frank's little outlines of Qualitative Analysis, and Kraus and Hunt's Mineralogy. I often refer to Lyon and Fippin, "Soils," and the outlines in the back of Prescott and Johnson's Qualitative Analysis. On the granites I am partial to a sketch in a geology of Yosemite by Matthes, which may be had from the Chief Naturalist of Yosemite.

* * *

The fourth annual convention of the National Association of Student Government Officers will be held at Washington, D. C., the afternoons of July 2 and 3, in conjunction with the convention of the National Education Association.

As an allied organization of the National Education Association, the purposes of the Association are to establish and maintain a medium for exchanging ideas helpful to high school students; to organize the high schools into a closer relationship with each other; to advance the cause of education through a closer relationship of the administration with the students; to work toward international good-will, and to uphold and ever strive for greater free public education.—Warren E. Schuell, Executive Secretary, National Association of Student Government Officers, 506 Clayton Building, Sapulpa, Oklahoma.

* * *

North Coast Honor Schools

In addition to schools previously listed

The following schools in the North Coast Section, C. T. A., are 100% in membership in the Association: Williams Creek, Humboldt County; Brush Creek and Red Rock, Mendocino County.

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- VI. HOW THE EARTH BEHAVES
- VII. THE SUN'S HELPER—AIR
- VIII. A FAITHFUL SERVANT—WATER
- IX. MAGIC DOORWAYS—TELESCOPES
- X. CHILDREN OF THE SUN—THE PLANETS
- XI. FATHER OF ALL—THE SUN
- XII. A FAITHFUL ATTENDANT—THE MOON
- XIII. STRANGE CHILDREN OF THE SUN—METEORS AND COMETS
- XIV. WHEN THE SUN AND MOON PLAY HIDE-AND-SEEK
- XV. THE FAR-OFF STARS

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Test Games With Pictures

ELLEN H. HOWARD, *Parker School, Oakland*

IN order to make a greater use of the pictures obtained from the Visual Instruction Center of the Oakland Public Schools, I planned for my Low Second Grade some reading and language games.

The game, named "The Picture Placement Contest," was played to introduce a new vocabulary of reading words. Ten mounted pictures were placed on the chalk tray. A number and a title (at first only the main object, later descriptive phrases) were printed on the board just above each picture. A line was then drawn to divide the pictures for the two contestants.

While the pupils turned their backs or closed their eyes, the pictures were arranged in a different order under the same numbers. A child was chosen to give the signals for the start and finish. When he put his head down on the desk, the contest began. One minute was allowed for the two at the board to place the pictures correctly. When the child raised his head, the winner was determined. The winner then replaced any that were wrong and read all of the titles. The loser chose another child to work with him.

Comprehension tests were given, using the pictures to tell answers to questions; as,

I see a baby in picture 2.
What baby is it?
What babies are in picture 6?
How many babies in picture 10?
How many babies do you see?

The Yes and No test questions aroused interest; e. g., There are two zebras in picture 9. Yes; No.

For a sentence completion test, two pupils raced to underscore the correct word.

In picture four, the elephant is rolling, walking, standing.

I see some tigers. There are four, nine, two.



The play-way of learning is efficient



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A language game was played by whispering the same number of one of the pictures to two children. After all the numbers were allotted, each examined his particular picture. Then all the pictures were turned facing the board and a number called out. The two children with that number took turns telling the best story or description of the picture. The class judged the winner.

During the semester, we used sets of pictures about the Oakland Port which introduced the subject of transportation with ships, trains, and trucks. Discussion of trucks aroused much interest in food from the farm, so our next unit of study centered on farm life. Pictures of domestic animals and activities of rural life were used. A study of our own and other children's pets brought some pictures from home which we used with those from the Visual Center. The pictures which the class seemed to enjoy very much were about children of many lands.

* * *

Cosmetology Education

TO promote organized training programs which will result in improving the industry, the State Department of Education has published in bulletin form an "Analysis of the Cosmetology Trade," prepared by Dr. David F. Jackay and Dr. Benjamin W. Johnson, supervisor of trade and industrial teacher training, University of California.

Rapid rise of beauty-parlor work or cosmetology in the past few years is indicated in the records of the California State Board of Cosmetology, according to Vierling Kersey, state superintendent of public instruction, who says:

"Up to November, 1932, California had licensed 16,252 operators in the field of cosmetology, 59 private schools were offering courses in cosmetology, and there were 4627 cosmetological establishments in the state. Judging by these figures, beauty culture appears to be one of California's important enterprises. In times of economic depression the demand for cosmetologists has not decreased in proportion to that in many other trades."

Two New Books

ROY W. CLOUD

Old Monterey

California's Adobe Capital

Laura Bride Powers whose "Old Missions of California" and "The Story of the Old Missions for Boys and Girls" have given accurate and interesting stories of the Missions and Mission days in California and which have been widely read, has written a new book on California. It is named "Old Monterey."

The book is made up of 48 chapters or stories. Each deals with a phase of California history intimately connected with California's first capital.

Mrs. Powers has a charming manner of portraying historical events. Her interest in Mission history came as a girl. She was present at Carmel when the remains of California's sainted padre, Junipero Serra, were exhumed for reinterment.

"Old Monterey" will be a valuable aid in the teaching of California history. It is readable and the episodes chosen for portrayal are all interesting. It is from the San Carlos Press and should be in every California school.

The Saga of the Comstock Lode

Boom Days in Virginia City

Dr. George D. Lyman of San Francisco has just produced a new story of the old days in the new West.

Readers of "John Marsh, Pioneer" and the introduction to "Wierzbicki's California" recently reproduced by the Grabhorn Press, will be glad to know that Dr. Lyman has added this saga to his other works.

Dr. Lyman came from Nevada to Stanford in 1902 and was graduated in 1905. Although he has lived most of his adult life in California the story of Nevada has been in his thoughts many times.

The history of the Comstock is one of the epics of gold. The fortunes of the Floods, the Fairs, the O'Briens and the Mackays which added to the glitter of California's gold coast have played their part in the society of New York and the courts of California.

The Bonanza Kings took out over 400 million dollars in gold and silver. After the boom collapsed the mines flooded. The old miners who stayed in Virginia City claim that at least a billion dollars in gold could be dug out of the mines.

The stories are more interesting than fiction. Not only are mining days recounted but the effects of Civil War history are woven into the narrative.

Every one interested in the Golden West should read "The Saga of the Comstock Lode." The book is from the press of Charles Scribners Sons.

* * *

Bank of America Scholarships

AS a means of inspiring the youth of California to envision the nation's future progress, Bank of America has announced the endowment of two \$2000 scholarships to be awarded for the best essays on the subject "The World of 1964."

The contest is limited to the junior citizens of California, under 18 years of age, in whose hands the control of affairs will rest three decades from now.

A total amount of \$10,000 will be apportioned to writers of the best essays showing the progress in human life which can ensue during the next thirty years in such fields as science, invention, finance, and government.

A guide to the nation's possibilities of advancement by 1964 is found in the history of the accomplishments of the last thirty years, a period in which automobiles, radio, aircraft and other necessities of modern life have been developed, and in which the Bank of America has grown from a small unit bank to the largest branch banking institution in the United States.

Winners of the two primary awards will be offered scholarships in any university, college or school for which they can qualify scholastically. Numerous cash awards also will be made.

* * *

An Important Spring Meeting

SOUTHERN California Continuation Education Association will hold its spring meeting Saturday, May 12, 1934, 9:30 to 12 m., at John Muir Technical High School, Lincoln and Wyoming Streets, Pasadena.

Luncheon will be served in the high school cafeteria from 12:15 to 1:45 p. m. Vice-President Frank R. Walkup guarantees more than we can eat at the low cost of 50 cents per plate.

L. B. Travers, Chief of the Division of Adult and Continuation Education, and John A. Sexton, City Superintendent of Schools, Pasadena, will speak.

The committee on arrangements has planned an educational program of vital interest to every one engaged in the field of continuation education. In a recent bulletin to members of the California Vocational Federation, President Fred C. Weber stated, "If we do not work together, selfish interests outside of the schools will do the work for us in a way that it should not be done."

I trust that all principals will give this notice wide publicity among their faculties and encourage a good attendance.—John R. Hurley, President.

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Coming Events

May 1-4—California Congress of Parents and Teachers; annual convention; Sacramento.

May 4, 5—California Educational Research Association (Northern Section) 13th annual conference; San Jose State Teachers College.

May 13-19—National Congress of Parents and Teachers; 38th national convention; Des Moines.

May 18—International Goodwill Day.

June 16—C. T. A. Board of Directors. Regular meeting. C. T. A. Headquarters, San Francisco.

June 27-28—University of Chicago Conference on Business Education; at University of Chicago School of Business.

June 30-July 6—National Education Association; Washington, D. C.

• • •

A San Diego Pet Show

The children of Garfield School, San Diego, recently conducted another highly successful annual Pet Show. Among the entries were cats, dogs, goldfish, turtles, pollywogs, pigeons, chickens, rabbits, mice, guinea pigs, a horned toad, caterpillars and baby turkeys. Each entry won a ribbon award. The event was sponsored by the Garfield Parent-Teachers Association. The principal is Mrs. Adele M. Outcalt.

• • •

School and University Yearbook

THE American School and University (a year-book devoted to the design, construction, equipment, utilization and maintenance of educational buildings and grounds) is now in its sixth annual edition, 1933-34. It is published by the American School Publishing Corporation, 470 Fourth Avenue, New York City.

This large volume is an excellent reference manual.

Honorable George F. Zook, United States Commissioner of Education, in a very interesting foreword states that, "Recent Federal legislation, notably that of the National Recovery Act, is bringing about conditions which offer an opportunity to educators for an even more extensive development of the school plan to meet changed social and economic conditions. For example, the provisions in the NRA against the labor of children under 16 years of age, and the development of technological unemployment which is going to make it increasingly difficult for boys and girls under 18 to be employed, means that the public schools will have to provide opportunities for the education and housing of these children. Furthermore, the shortening of the hours of labor is a challenge to educators to really develop education for leisure time. This in turn means that junior and senior high school plants must provide for the varied educational and social needs of both youth and adults."

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